

Bogus degree lecturer fined

by David Jobbins

A former polytechnic lecturer who pretended he had an honours degree to get a job has been fined £400 with £100 costs at Teesside Crown Court.

Torrence Buss, 32, admitted obtaining a pecuniary advantage by securing a job at Teesside Polytechnic on the strength of his false claim to have an upper second honours degree in economics from Manchester University.

The court was told that Mr Buss, who lectured in marketing, fell ill while studying for an honours degree at Manchester and, instead, took an ordinary degree.

When he failed to get interviews for jobs as a lecturer in marketing, he applied to Teesside, filling in on the form that he had an honours degree.

He was interviewed in July, 1974, and offered a job as a graduate two lecturer. The polytechnic says it was largely influenced by Mr Buss's claim to have an honours degree.

Mr Buss had a master's degree in marketing from Lancaster University and had become a member of a number of institutions.

Mr Simon Grenfell, for Mr Buss, told the court: "He has had to live a lie. His academic career is in ruins as a result of what happened and cannot be recovered."

Judge David Loy told Mr Buss he accepted there was no suggestion the lack of an honours degree prevented the efficient carrying out of his duties.

"But you must know, and must appreciate as a man of intelligence, that to declare yourself as a person having an honours degree when making application for appointments is a subtle fraud which strikes at the root of academic integrity."

The court formally found Mr Buss not guilty of attempting to deceive Oxford Polytechnic. Counts of attempting to deceive Bradford University and to obtain promotion at Teesside by claiming to have an honours degree were ordered to be kept on file.

However, Mr Gordon Dukes, local official of ASTMS and technicians concerned with wages, essential services and the building.

And NALGO officials were convinced that their members obeyed instructions, and that an emergency committee was this week, not to go back to work.

Information about safety measures which have been taken at the school since the outbreak, and return until their own health is fully satisfied about safety.

Now a meeting has been arranged next week between union representatives and various local authorities.

Parts involved in investigating smallpox outbreak which caused death of Mrs Janet Pether, 45, and medical photographer.

And this week the Open University announced they were investigating safety checklists in their experiment kits, following the instruction of about 11,000 students that Mrs Pether, an Open University student, had returned a safety kit.

The Open University was fined and the equipment destroyed after health officials were called in. NALGO representatives have pressed university officials to improve safety procedures and this week the Open University announced it was investigating safety checklists in their experiment kits.

By an apparent oversight the circular, issued in August, 1977, intended to give exemption to charges for self-catering accommodation, but the full economic cost was nevertheless applied in some institutions with self-catering facilities or similar accommodation.

Early this year the legality of the charge was raised with the DES by the University of Liverpool Polytechnic. And in a letter dated March 16, in a letter from a civil servant in the finance branch, the DES conceded that after taking legal advice it was possible that self-catering accommodation was not a chargeable item.

Overseas students should be charged the same rent for the flat as students from England and Wales," it recommended.

This week the DES said further advice was on the way. "We are considering what should be done whether we should issue any further guidance. We shall be issuing local education authorities a decision has been reached."

DES is thought to be determined to put matters right soon, but cannot be seen for a long time to meet heavy costs if they are not permitted to charge the full economic cost.

The full economic cost of accommodation offered to students with a major review of staff-student ratios and costs in polytechnics and colleges is to begin next week in the Department of Education and Science. A working party of DES and local government officers has been set up under Mr John Delany, director of financial services.

One of the main tasks of the working party will be to devise a formula for covering student numbers. The absence of a uniform formula for "full-time equivalent" students has frustrated previous attempts to compare the unit costs, and therefore the efficiency, of individual institutions.

Local government officers taking part are drawn from education

After four years at Teesside, during which time he earned £17,000, he decided to try to find a job nearer his wife's parents' home. Again he claimed to have an upper second honours degree when he applied to Oxford Polytechnic. He was offered a job but a dispute arose over his salary and Oxford began to make inquiries.

Mr Buss had already resigned from Teesside, but unsuccessfully tried to withdraw his resignation when Oxford dropped their job offer. By this time the two polytechnics had been in touch.

Mr Nigel McCluskey, prosecuting, said it was "particularly unfortunate" that having been caught out at Oxford and apologizing, and after being challenged at Teesside, he promised it would not happen again.

But Mr Buss made a further job application—this time to Bradford University, when he again claimed to have an honours degree from Manchester. This application was later withdrawn.

Mr McCluskey acknowledged that

staff would be involved in the Microelectronics Fabrication Facilities Programme at each centre, Mr Turner added.

Most of the construction work will be carried out in stages at the various centres, although a few devices may be built completely by one team. The silicon process design will be undertaken at Edinburgh and Southampton and the Rutherford laboratory will provide an electron beam lithography unit which could provide particularly small-scale microelectronics work.

The SRC believes the new scheme will help British researchers in academic institutions to stay among the leaders in the field of microelectronics development. The students at the research schools will thus provide the trained manpower for the growth of British industry.

"We may not be breaking new frontiers of science but neither will we be allowing ourselves to lag behind," Mr Turner added.

It is envisaged that most users will be from non-university and polytechnic electrical and electronic engineering and electronics departments. The scheme will be the responsibility of the solid state devices sub-committee of the SRC's engineering board.

Use of the service will be established through existing SRC grants procedures, although some access may be allowed for the demonstration of the technical feasibility of various projects. About a dozen

covered such issues as failure to wear clerical dress or live on the premises and writings prejudicial to the teaching authority of the Church.

The matter first came to court when the lecturers applied for an injunction restraining the trustees from dismissing them. On that occasion Mr Justice Hamilton ruled that if the dismissals were invalid, the men must be restored to their positions, but he refused the injunction.

The subsequent case was tried by Judge David Loy. He gave judgment in August, the judge ruled that the real reason for the men's dismissal was that they were laicized priests or had applied for laicization.

However, he compounded the problem of academic freedom by ruling that the trustees were perfectly entitled to sack members of the teaching staff on that ground.

For this reason, Mr O'Rourke lost his case. Mr McGrath was dismissed because he had not been given adequate opportunity to state his case.

In a reversal of his previous ruling Mr Justice Hamilton decided that the trustees' remedy was damages. The court ruled that the financial compensation, at second best and the size of this week's award will not help to change that.

Mr McGrath has been unemployed since his dismissal. He has just been offered a lectureship at the University of Surrey.

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Girls with top chance of Oxford

by Nigel Cresswell

Sixth-formers from independent schools, particularly girls, still have a much better chance of being accepted for a place at Oxford University than their counterparts at maintained schools.

According to *Oxford Colleges Statistics for 1977-78*, 19 per cent of female applications (426) and 24 per cent of acceptances were from independent schools. Sixty per cent (1,306) of applications and 53 per cent of acceptances were from maintained schools.

Of the male applications, 35 per cent (1,591) and 38 per cent of acceptances were from independent schools. The comparable figures for Oxford between 1965 and 1976 were 36 and 38 per cent. In 1978, 48 per cent of applications and 45 per cent of acceptances were from maintained schools. Between 1965

and 1977 the figures were, respectively, 45 and 42 per cent.

In a sample produced by the Universities Central Council on Admissions, for male British candidates in 1975-76, 13 per cent of applications and 14 per cent of acceptances were from independent schools, and 46 per cent of applications and 50 per cent of acceptances were from maintained schools.

The majority of students both applying and accepted by Oxford in 1978 came from London and the South of England. Within that figure the greater number came from the South East. The figures show that 35 per cent of accepted applicants (35 per cent accepted) from the South East, 12 per cent applied (13 per cent accepted) from Greater London, and 12 per cent applied (12 per cent accepted) from the South West.

Thirteen per cent of the applications were from the North West, 9 per cent from the West Midlands, 7 per cent from Yorkshire and Humberside, 4 per cent each from the East Midlands and Wales, and the per cent each from the North and East Anglia. Students from Scotland, Northern Ireland and overseas are not included in the figures.

Fifty-one per cent of the men and 47 per cent of the women accepted at Oxford in 1978 had a UCCA score of either 14 or 15 (under the UCCA scheme three 'A' grades in three A levels would score 15).

The most popular subjects for men, according to applications, were politics, philosophy and economics. For women they were English, history, modern languages and jurisprudence. The vast majority took the Entrance Examination.

Demand for graduates 'up 10 per cent next year'

A boom year for the 80,000 graduates entering the job market in 1979 is forecast by the publishers of the *Directory of Opportunities for Graduates*. Its new edition suggests an increase of at least 10 per cent in the demand for graduates next year.

The prediction is based on the increased amount of advertising in the directory, published by Haymarket Publishing, from firms seeking graduates. Group manager Mr Tim Cornford said: "Normally an increase—or decrease—in advertising tends to reflect the state of the recruitment market."

Last year, after a prediction of an increase in demand of 5 to 10 per cent actual demand proved to be 20 per cent up.

GEC, which recruited 1,700 graduates this year, has said it expects to take on 1,900 next year. Ford, irrespective of its labour difficulties, is increasing its demand from 170 this year to more than 200 in 1979. Mr Cornford says he has yet to detect any employers prepared to say they will take on fewer graduates next year than in 1978.

A major growth area is the number of smaller firms looking for graduates. The directory lists 540 organizations, which more than 200 are companies employing more than 5,000. But there are over 100 with fewer than 500 people. Just over 80 want more than 50 graduates in 1979, but nearly 200 put their needs at 15 or fewer, even down to three or fewer with the smaller firms.

The strongest demand comes from the engineering industry. Electronic engineers are wanted by 206 companies, while 150 want

mechanical engineers and 112 need production engineers.

But there are still plenty of opportunities for graduates without technological skills. "Substantial" vacancies are registered in fields such as accountancy, personnel, sales and general management. An area Mr Cornford feels arises graduates tend to overlook as being "too technical" is computing. But the basic requirement is a logical mind and 140 organizations need trainee computer programmers.

With unemployment statistics running as high as they are, Britain's graduates are the "employable elite", he says. Their scientific, technical or technological skills make them not only in high demand but almost irreplaceable in many areas of manufacturing industry. Alternatively personal qualities make them good management potential or accountants, bankers or marketing executives.

Mr Cornford admits: "This is not to say that all Britain's 80,000-plus graduates are going to walk straight into the job of their choice next July."

Graduates' average starting salary range between £3,200 and £4,000. But one of the best starting salaries must be for founding the heat in London. The Metropolitan Police could become one of the largest employers of graduates in the country—they have more than 4,000 vacancies with a starting rate after September 1, 1979 of £5,269 for a 22-year-old with a degree. If likely wage rises, allowances and overtime are added, the job is likely to pay well over £6,000.

Directory of Opportunities 1979, Haymarket Publishing, price £8.50 (free to undergraduates from their careers advisory services.)

Students angry over Annan

Student officers at London University have accused Lord Annan, the vice-chancellor, of prejudging an inquiry into their union facilities. They are concerned about remarks he made last week in a speech at the Royal Veterinary College.

In an open letter to Lord Annan they have asked him to withdraw a section of the speech in which he said that some provision which the University of London Union was able to give to students would not be available in future. The letter is signed by the students' union president, Mr Mark Sainsbury.

They say: "This is a very untimely remark since you have just set up a working party to look at the whole question of the financial situation of the University of London Union. It can remind you, one

of the terms of reference of this working party is 'to look at the future financing of ULU and student activities from all sources in the University of London'."

The first and only meeting so far of the working party took place last month after the solution of a dispute over student membership. Now the students say they wonder if they are wasting their time since Lord Annan seems to have decided that certain student facilities have to be reduced.

"The working party was set up to look at the future financing of ULU and student activities from all sources in the University of London. It is simply to see that purely in terms of a reduction in facilities which we are not exploiting to the full the facilities already available," the letter says.

Head of department sacked despite tribunal

by David Jobbins

Governors of the Isle of Ely College have decided a head of department should be sacked—despite a recommendation that he should be reinstated.

The head of the building and engineering department, Mr Bob Winder, was suspended from his £8,000-a-year job in November, 1976, after teaching at the college for more than 20 years.

Cambridgeshire Education Authority set up a tribunal of three councillors to investigate allegations against Mr Winder. After sitting for 10 days and hearing from 40 witnesses, the governors of the college, at Wisbech, decided by a majority vote to reverse it and instead recommend that Mr Winder should be dismissed.

The allegations related to the way Mr Winder ran his department and his attitude towards staff over the way courses were run.

All the parties involved are bound by strict rules of confidentiality. After the governors' meeting a brief statement was issued to the effect that nothing could be made public until the education authority reached its final decision. The governors' view has to be ratified by the authority before it becomes effective.

At that stage only the operative decision reached would be publicly announced. But the governors' decision was leaked to a local newspaper and Mr Winder decided he could no longer keep silent. What angered him was that the local education authority's inquiry was a conclusion—that he should be reinstated—was not made public.

Mr Winder said he was one of the 12 allegations against him and that the committee suggested a severe reprimand for his conduct in respect of the others. Voting at the special governors' meeting to

reverse this solution is believed to have been 10-2.

Mr Winder is surprised the governors were not prepared to see the committee's findings. "It's a complete waste of time and money," he says of the proceedings. He and his solicitor are convinced the decision was reached on purely political grounds, and they are officially still at loggerheads about the meeting.

They believe the governor's decision may have been influenced by a discreet warning that some staff would refuse to work with Winder if he were reinstated. Mr Winder believes that with such problems would be overcome.

The I.E.A. inquiry was carried out by three members of the authority higher and further education committee. It followed a series of court hearings brought by Mr Winder to test the legality of the action. The case went to the Court of Appeal before the authority was given a ruling that it could proceed ahead. Mr Winder, a member of the Professional Association of Teachers, estimates his legal costs at around £10,000.

The panel to consider the governors' recommendations also comprise members of the sub-committee. Mr Winder fully expects his dismissal to be ratified by the authority. He has already made an appeal to Mrs Shirley Williams, Secretary of State for Education, but the decision was reached on unreasonable grounds and an appeal before an industrial tribunal for a fair dismissal.

The college and the education authority are still bound by their confidentiality, which is shrouded in the college's strict government.

Mr Clement Freud, Liberal MP for the Isle of Ely, has written Mrs Williams saying he is disturbed about the cost of the case to county education funds.

Senate votes for merger—if college facilities are improved

by John O'Leary

The senate of Brunel University has voted to go ahead with a proposed merger with Shoreditch College, Egham, if all facilities are brought up to university standards and present expansion plans are not affected. An estimate of £1.3m has been put to the University Grants Committee as the cost of the operation.

Brunel's council was expected to endorse this decision this week at a special meeting on the Shoreditch campus. The union, recommended by a working party established earlier in the year to examine the implications of a merger, constitutes the first firm commitment to taking over responsibility for the college.

Professor John Crank, who acted as vice-chancellor in the absence of Dr Stephen Dragg, has written to the UGC setting out the university's requirements for a possible link with Shoreditch in 1980. A meeting has been arranged with the Department of Education and Science later this month and there are hopes that the UGC will give its decision in a matter of weeks.

Three conditions were put to the UGC in Professor Crank's outline of a possible merger. The first was that the approved target of 2,000 students at Brunel in 1981-2 would be increased to 3,365 to take

account of numbers at Egham. The second was to guarantee the holding of an academic office block at the last was that facilities at Egham would be brought up to the standards of the Shoreditch campus.

Proposals have already been submitted to the UGC for the first degree courses in design, engineering or building technology, but they will take up to 550 student places on the Shoreditch campus. The university is proposing a two more new developments to take up the spare capacity.

The working party undertook three feasibility studies on the possible use of the site by the departments of education, mechanical engineering or building technology. As none proved satisfactory, as an alternative, it is suggested that engineering course stressing practical techniques rather than theory and linking with design technology could share the campus with a development in environmental studies. The campus could also be used as a conference centre, a biology field centre and a base for engineering training courses for firms in the area.

The largest items in the approved budget submitted to the UGC are £241,000 for the conversion of residences, and £200,000 for new equipment. Other £250,000 are the estimate of £1,324,000 for the provision of new facilities and a new students' union building.

ILEA changes strict grant rules

Tough new restrictions on students' eligibility for discretionary awards have been removed by the Inner London Education Authority only a year after they were introduced.

In an attempt to economize on student grants the authority ruled last year that applicants for discretionary awards would have to have a minimum of three years' continuous residence in the ILEA area immediately before the start of their courses.

But the ILEA's further and higher education, subcommittee

recommended yesterday that the period of residence be restored to two years. The change had a greater impact than had been expected, each year than was envisaged when the scheme was introduced.

The three-year residence requirement has caused hardship on a number of occasions, some of which will be alleviated by cutting the number of awards to former levels, the committee said. The change is expected to cost the authority £1,340, in 3 full years.



Plymouth joins Hans across the ocean

A formal agreement to create greater cooperation in marine studies has been reached by Plymouth Polytechnic and the Hochschule für Nautik in Bremen, West Germany. The agreement was signed by Plymouth's director, Dr Raymond Robbins, seated centre, and the Hochschule's Rektor, Professor Dr E. Mücke, right. Professor Captain G. Zade, the Hochschule's Deputy Rektor is seated, left, and Dr David Morley, head of Plymouth's School of Maritime Studies looks on.

Joint research projects are to be established, and standards of teaching in both schools up-dated and improved. The agreement is expected to improve the service offered to international shipping consortia who operate similar ships under flags of convenience.

Polys should have UCCA-type applications, says union

by Peter David

A plan to end the "shambles" of a system where student candidates have to apply to individual polytechnics has been proposed by the National Association of Teachers in Further and Higher Education.

The association wants to set up a centralised applications scheme for public sector higher education courses on similar lines to the computerised application mounted each year by the Universities Central Council for Admissions.

Mr Peter Knight, NATFHE president, said this week that the present arrangements were totally unsatisfactory. "At the moment in the polytechnics it is a free market and it is a shambles," he said.

Applicants found it difficult to organise their approach to polytechnics and polytechnics often did not know until the last moment how many students they would recruit.

But the NATFHE proposals have already been given a cool reception by the Council of Local Education Authorities, which could be expected to foot much of the bill for a new system. An officers' meeting submitted to the council last week expressed doubt about the advantages of a centralized scheme.

The paper takes issue with the union claims would result from a central scheme. According to NATFHE it would eliminate the need for competitive advertising by "cut off" late applications; it would ensure a maximum number of students found places and it would enable polytechnic staff to

know whether applicants had already been offered places elsewhere.

None of these arguments is entirely accepted by the local authorities, however. The CLEA paper points out that the UCCA scheme was established to solve the problems of too many students chasing too few places. In further education the situation is often reversed and a central scheme would therefore not automatically end competitive advertising.

On the key issue of enabling polytechnics to know whether applicants had received offers of places elsewhere, the CLEA paper argues that intending polytechnic students do not make as many multiple applications as university students.

"The Committee of Directors of Polytechnics say that such limited surveys as they conduct suggest that the great majority of their students are readily finding places in their first or second choice polytechnics and in the main they are not making a high number of multiple applications."

CLEA takes the view that information available at present does not suggest that the problem is of such a scale as to justify embarking on a highly expensive clearing operation.

But NATFHE intends to press ahead with its proposals. Mr Knight pointed out that clearing house schemes already operate for teacher training courses, social work training and law. A scheme covering all degree courses in the polytechnics could be established at substantially less cost than the UCCA system, he said.

Castle opens gates to adults

Britain's newest adult education residential college, recommended in the Russell Report of 1973, opened its doors to its first batch of students this week.

The new Northern College at Southworth Castle, near Barnsley, is offering three long-term courses in studies and gateway and liberal studies. A number of short-term courses will also be taking place at the new college during its first year.

Thirty-five students began their studies on the long-term, one and two-year courses on Monday. Two of the students come from counties north of the Trent and one from the Trent valley. The college's short courses, when they begin in Derbyshire and Yorkshire, will be followed by a group

from the National Union of Public Employees. Later on, representatives of local community centres will be using the college facilities, and the Trades Union Congress is sponsoring a course on health and safety.

So far the Department of Education and Science has provided 33 bursaries for students on the long-term courses. Next year another 30 students will be enrolled, bringing total student numbers at the college at any one time to about 90.

College principal, Mr Michael Barratt Brown and his staff are now hoping to encourage other organizations to sponsor courses. Already their hopes have been raised by the financial support from northern local education authorities—in particular Liverpool and South Yorkshire. Local authorities have also proved to be enthusiastic about allowing staff to attend courses.

Science research suffers from 'erosion of spirit'

by Robin McKie

Science Correspondent

Britain is suffering from an erosion of the spirit in scientific and medical research at universities and polytechnics, the trustees of the Nuffield Foundation have warned in their latest annual report published this week.

They have called on researchers to propose new ways of using charitable funds to ensure the survival of a flourishing research community in the United Kingdom.

The report says the foundation received less applications for high quality research than would be expected "if university departments were bursting with ideas and needing only financial resources to carry them through." The morale of the academic research community, and of its younger members in particular, is at a low ebb, it states.

There was little doubt that financial cutbacks were partly responsible for this problem. "The past few years have seen increasing proportions of budgets spent on fixed commitments by the research councils either to their own establishments or to laboratories intended to provide a service to the research community as a whole."

Not all of the problem was due to external pressures. Universities had increasingly found themselves less free to dispose of their own resources for the best advantage of teaching and research. "Teaching commitments increasingly determine the time available to academics for the pursuit of research."

The trustees warn that the plight of valued researchers without established posts is even more depressing. For many the immediate

future offers only short-term employment on grants provided by institutions, including the Nuffield Foundation.

"At the same time, the traditional flow of scientists in mid-career from the public research institutes to the universities has been severely restricted by the paucity of the universities, with damaging consequences for both parties to what used to be a valuable symbiosis."

The consequences for the future pattern of research were serious. "New lines of inquiry cannot be embarked on confidently, while existing research is discouraged from embarking on careers in research for fear of the uncertainties ahead of them."

"Inevitably, the Nuffield Foundation will find itself in the years ahead faced with the need to consider providing financial support for research projects over longer periods of time than those now customary."

"The foundation's capacity to respond to such proposals will be determined partly by the extent to which the trustees are persuaded of the exceptional promise of research which is proposed and partly by the extent to which its own resources appear to be jeopardized by continued inflation."

In an attempt to help future policy, the trustees have called on researchers to propose ways of improving existing grants services. "The foundation would be pleased to hear from those engaged in scientific and medical research in the universities of other ways in which charitable funds could help ensure the survival of a flourishing research community in Britain."

£50m rise in local authority spending on student grants

by John O'Leary

Local authorities spent more than £200m on student grants during 1976-77, according to figures from the Department of Education and Science show. This represented an increase of £50m on the previous year in spite of a drop of 15,000 in the number of mandatory awards for teacher training courses.

The total number of mandatory awards fell from 230,000 in 1975-76 to 215,000 in 1976-77, but rises of 18 per cent in maintenance rates and 31 per cent in fees accounted for the overall increase. Postgraduate bursaries and studentships also remained steady at 2,900.

Residential rates for mandatory awards were £55 in London and £875 elsewhere, of which the average parental contribution was £276—21 per cent increase over 1975-76. The average local authority payment rose by a similar percentage, bringing it up to £797 per student after the payment of fees.

AUT seeks answers on conditions

A questionnaire on conditions of service which, it is claimed, will lead to the most thorough analysis of its kind by any teacher union, is to be sent out next month by the Association of University Teachers.

The questionnaire is to go to every university and calls for information about every aspect of local conditions of service, including maternity, sabbatical and sick leave. It will cover arrangements for all teaching, administrative and library staff. A similar project was carried out by the AUT a couple of years ago.

The form will be sent to AUT local associations but some of the information may have to come from the universities themselves. The AUT may use the disclosure of information clauses in the Employment Protection Act if there is any university reticence in withholding any relevant matters.

The information will be fed into a computer and will enable districts and regions to be compared. Conditions of service for academic staff are locally determined but the AUT will be in a position to supply information on a national scale to help local negotiations.

Top-up payments proposed by NUS

Local authorities should make provisional payments to students whose grants are not calculated in time for the start of term, Mr Trevor Phillips, president of the National Union of Students, told chief education officers this week.

In a circular letter to all authorities Mr Phillips expressed surprise that more use was not made of this year's awards regulations which allow for payments to be adjusted at a later date. "This is not ideal but in cases of particular hardship where final assessment is likely to be delayed for a matter of weeks, it is vastly preferable to leaving the student without any grant at all," he said.

The late payment of grants has concerned NUS for a number of years and the letter is a response to a national conference instruction. "Some authorities do not appear to be aware that the student grant is the only means of support upon which a student can rely and delay in receiving it can cause as much distress and hardship to the student as delay in paying wages would to an employer's employee," he says.

"The Department of Health and Social Security cannot and will not help."

ATM

DO YOU WANT TO DEVELOP RESEARCH SKILLS IN A MANAGEMENT SUBJECT?

The Association of Teachers of Management in conjunction with the SSRO is running a programme for the development of basic research skills in areas relevant to management education.

The programme runs over 12 months (beginning January 1979) and involves two follow-up visits and the carrying out of a research project on a topic of the participant's choice, under the supervision of the tutor.

Thanks to the support of the Social Science Research Council, a nominal fee of only £70 is charged to cover tutorial and accommodation costs.

Further information and application forms are available from A.T.M., based at the Polytechnic of Central London, 25 Marylebone Road, London NW1 5LS. Tel: 01-488 5811, ext. 259.

SSRO

Vice-chancellor tells of gloomy outlook Oxford must make cuts and run cash deficit

Oxford's financial outlook is so gloomy that the university will have to make cuts and run a substantial deficit, it finished last year, on the basis of a standstill in expenditure, with reserves not greatly diminished at £2m.

This was the picture presented to Congregation on Tuesday by the vice-chancellor, Sir Rex Richards, in his first annual oration. Sir Rex is suffering from a back complaint which prevents him standing for any length of time, and his oration was read for him by his predecessor, Sir John Habakkuk, Principal of Jesus College, as pro-vice-chancellor.

Two million pounds, Sir Rex commented, might sound a lot of money, but it was put in perspective when it was realized that it represented only four weeks' operation of the university.

He said: "If we exclude expenditure financed from grants, and the equipment grant, it may be said that the running of the university in the past year cost about £500,000 a week, of which a little over 70 per cent was provided in the recurrent grant from the University Grants Committee, and 25 per cent from students' fees, which now represent a very significant part of our total income."

The other 30 per cent was spent on non-staff items which included the heating, lighting, cleaning and repairing of all the university buildings; all materials used—for example laboratory supplies and the non-staff requirements of libraries and museums, fees for supervision and examining, and such items as rents, rates and insurance.

Salaries and wages were negotiated nationally, and there was no assurance of additional Government grant in the event that the cost of the settlements reached exceeded the allowance made for pay increases when Government grants were first determined.

There had been just such a shortfall during the last year in respect of pay settlements for non-academic staff.

In drawing up the budget for 1977-78, Council and the general board of the faculties were faced with a UGC grant which appeared less than adequate to meet estimated needs.

The choice was either to cut expenditure or to run a deficit—relying on accumulated reserves—or to do both.

The decision, felt to be justified in view of the reserves which had been maintained by cautious budgeting in the past, was to go for a standstill budget—broadly speaking maintaining existing commitments, but refusing all requests for new expenditure and the possibility of having to fund a substantial deficit.

In the event, they almost held their own financially.

For the current year the position appeared significantly worse than for 1977-78, and they were to be left with about £500,000 less than they needed to maintain existing activities.

They could not count on additional support if pay and price increases proved higher than had been assumed; in particular, for every one per cent by which pay settlements might exceed the assumptions which had been made,

they would have to find an additional £200,000.

Council, and the general board had decided, in view of the further deterioration of the position, both to make cuts and run a deficit.

A substantial deficit appeared inevitable, but it would have been irresponsible, given the uncertainties about the future, simply to continue business as usual, running down their slender reserves to maintain expenditure greatly in excess of their income.

Almost the only area where significant cuts could be made quickly was in building works and repairs, and the recurrent provisions for these had been reduced in real terms by some £275,000.

"This can only be a short-term expedient," the vice-chancellor said. "There is no doubt that a recurrent cut of such magnitude, if not restored, would in a few years have a very serious effect on the condition of our buildings. It is clear that we shall have to give very high priority to the restoration of the programme as soon as possible."

"The financial outlook for this new academic year, 1978-79, is gloomy. We cannot undertake new expenditure in one area without making cuts in another."

"On the other hand, it would be a sad state of affairs for the university if no new ideas could be supported, and the general board has been giving careful thought to the possibility of redeployment, even if this is only possible on a modest scale, and will no doubt continue to do so."

"This is a difficult and delicate matter, but it seems to be the only way, in present circumstances, of providing the university with any flexibility and choice of academic priorities."

Other points from the vice-chancellor's oration were:—

Student numbers: the planned objective for 1981-82 was 12,600 full-time students. It was important to realize that this number, if exceeded, would result in the university receiving no additional funds, in terms of grant and fees taken together, to teach and support them.

The colleges were forecasting that by 1981-82 there would be 9,600 undergraduates, and it was forecast that post-graduate students would remain at about the present number of 3,000.

Medical teaching: the opening of phase two of the John Radcliffe Hospital would not, as at first planned, mean an overall increase in the number of acute beds in Oxford hospitals.

This would have two consequences of equal concern to the university. First, there was the obvious effect on patient care. An overall increase in acute beds was very desirable to reduce the present rapid turnover of patients and the strain this put on hospital staff.

Second, the absence of an increase in beds would mean a very low bed/student ratio, with consequent difficulties for both teaching and research. It was not just a question of too few beds per student, meant there was inadequate time for continuous study of individual cases, and without this, it was much harder for clinicians to devise improvements in teaching.

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NUS urges microchip research

by John O'Leary

The National Union of Students has written to two Cabinet Ministers demanding that more Government money be put into research on the social and educational implications of the development of microtechnology.

Mr Dave Aaronovitch, NUS national secretary, warned of disastrous consequences if the large-scale computerization of British industry went ahead without prior consideration of the educational, employment and social effects.

"Although many millions of pounds are being poured into finding ways of adapting microtechnology for use in industry and commerce, little or no attention has been paid to the impact it will have on our way of life," he said.

The letter has been sent to Mrs Williams, Secretary of State for Education and Science, Mr Booth, Secretary of State for Employment, and to the chairman of the two major research councils. The union has also announced its own study of the impact of microtechnology, which it will submit to the Conservative party's working group on information and technology.

Mr Aaronovitch listed three specific demands in his letter: that the introduction of microtechnology should be carefully planned and linked to comprehensive research on the attendant problems, that any research in this field should be made public to allow open debate and that it should be financed through Government grants.

The union is worried that the only research of the kind it advocates is being undertaken for

Tameside local authority and by the Central Policy Review Staff, whose report is likely to remain secret. Elsewhere, its preliminary research has found little evidence of relevant research and in some quarters an attitude of laissez-faire.

"Unless all further and higher education courses are geared to technological change, the long-term careers prospects of any student could be virtually non-existent," NUS said. "Also, the fact that millions of people will have a shorter working week is certainly increasing the demand for continuing education, particularly in vocational subjects."

"We want the people of Britain not large corporations like Philips or GEC, to control the advance of microtechnology."

DES seeks to cut control of museums

by Peter David

Plans for reducing the Department of Education and Science's control of two major museums are set out in a consultative document issued last week by Mrs Williams, Secretary of State for Education and Science.

The document proposes delegating more of the day-to-day management of the Science Museum and the Victoria and Albert Museum to their directors. Delegated powers will include curatorial policy, the use of acquisition grants, detailed management of staff and forward planning. Each director should have a formal obligation to consult the museum's advisory council on all matters of policy.

Mrs Williams' document also contains three options for the future status of the museums. The first is to leave them unchanged after the latest recommendations have been implemented. This would leave them subject to any new powers controls applied to the DES.

A second option, which would require legislation, would entrust the management of the museums to the sort of boards of trustees that already manage many other museums. Under a third, the museums would be put on a similar footing to the British Library Board, with control vested in government-appointed bodies consisting of people drawn from outside the museums, but with directors and senior staff serving as full members.

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The Victoria and Albert Museum is one of two that would be affected by the DES's proposed change in control of their management.

Council plans inquiry into adult provision

by Maggie Richards

Proposals for a full-scale inquiry into existing provision and needs for adult education have been put before the Advisory Council on Adult and Continuing Education.

The council is now preparing an approach to the Department of Education and Science about cash for the project. A sub-committee of the council, headed by Mr Richard Smithurst, director of Oxford University's department of adult studies, has recommended inquiries in three areas.

The sub-committee has called for a national population sample of use made of existing adult education facilities on a similar scale to research carried out during the 1960s. It also wants an examination of the state of institutional provision, and a survey of staffing.

The intention is to draw from all this information a detailed picture of the present situation in adult education and to identify gaps in provision. The findings could be related to the work of another sub-committee of the advisory council which has the remit of suggesting a suitable framework for adult and continuing education in the future.

Under the chairmanship of Dr Norman McIntosh, head of the Open University's survey research division, this sub-committee began to produce its final report in 1980. The group is likely to present its suggestions for a structure stretching through to the year 2000.

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Unions' threat to campuses

Except in Quebec, Canadian universities have remained fairly well insulated from the labour disputes that frequently disrupt other areas of national life. However, there are now signs that unionization and increasing militancy on the part of non-academic staff, combined with reduced government support, are beginning to cause more trouble for universities in Ontario, the country's largest province.

This term official strikes by clerical and office workers, each lasting about two and a half weeks, have struck York University in Toronto and the University of Windsor.

Windsor institution was entirely shut down but both were seriously disrupted.

At York the University Staff Association (USA), an independent union of 1,000 members, voted to strike after the administration refused to give it adequate guarantees of job security. USA president Launa Ayens said the university was not prepared to provide clerical staff with the same protection against layoffs as it had given other employees.

She attributed that to the university's sexist attitude toward women, who make up 85 per cent of USA membership. "They refused to take us seriously, and thought we were only working for pin money," Ms Ayens said.

When the strike was four days old the two sides did agree on job security clauses for the new contract, but the staff stayed out because they could not reach agreement over the pay rise they were demanding.

The dispute ended last week after the intervention of the provincial ministry of labour, when the staff voted to accept an increase in pay and other benefits averaging 7.2 per cent (the inflation rate in Canada is close to 9 per cent).

Their counterparts at the University of Windsor, represented by a local branch of the Service Employees International Union, did a slightly better out of their two and a half week strike. They won a contract giving a 10 per cent pay increase over two years.

The Windsor strike took place a fortnight earlier than the one at York and covered the week of student registration. According to a local spokesman, there is considerable doubt whether it was possible for a big fall in student enrolment down from 6,800 a year up to about 6,000.

Although three other non-academic unions, including labourers, technicians and maintenance workers, refused to cross the clerical workers' picket lines, most members of the faculty association declined to work normally, because their contracts make it illegal for them to refuse to teach in sympathy with another union.

Nevertheless, their classes were beginning to be affected seriously by the lack of services by the time the strike ended.

Leaders of the staff association at York University were full of praise for the support they received from students and academics. Militant students occupied the office of union president Ian MacDonald and the strike ended in student picket lines, and a group of students took legal action against the administration for allegedly disrupting their education.

Most faculty members fulfilled their legal obligations to carry on teaching—the university estimated that 80 per cent of classes were held during the strike, sometimes at a day's salary to the staff.

The chairman of York University Faculty Association, Michael Coppard, said academics sympathized with the strikers.

Clive Cookson, North American Correspondent, The Times Higher Education Supplement, National Press Building, Room 541, Washington DC 20045, Telephone: (202) 616 6765.

Thunderbird leads the way in rise of management education

WASHINGTON

Encouraged by the recent emergence of an international dimension in American management education and by the growth of business schools in Europe, a group of business education leaders from both sides of the Atlantic is working to set up a series of colloquia culminating in a world conference in the future of management education.

The American Assembly of Collegiate Schools of Business (AACSB) and the European Foundation for Management Development (EFMD) are sponsoring the project. They have set up a small task force to lay the groundwork.

Its members include Uwe Kirsinger, dean of the European Institute for Business Administration in Fontainebleau, France; Mulder, dean of the Foundation for Business Administration in Delft, The Netherlands; and the Graduate School of Management at Columbia University, and William Voris, president of the American Association of Schools of International Management (AASIM) in Arizona.

Two preliminary colloquia are planned. The first, scheduled for England will take place next February at St. George's House, Windsor, Berkshire. It will look at the aspirations of society over the next 30 years. Speakers include American sociologist Daniel Bell, Dutch economist Jan Tinbergen, and German philosopher Jürgen Habermas.

The second symposium, at Arden University, New York, in November, 1979, will focus on changes in business management.

The final conference at Unesco headquarters, Paris, in June, 1980, will include representatives from the academic communities in Japan and the developing countries as well as Europe and America. They will discuss the implications of the changes in business and society predicted by the earlier meetings.

The aim, according to Dr Voris, is to have a significant impact on the business curricula of colleges and universities worldwide. The American Council on Education, which is sponsoring the project, called the "ideal mix". Too often, however, the business and areas studies get left out, and without them we're "only scratching the surface," Dr Voris says.

The movement to internationalize American business schools is being encouraged by their accrediting agency, the American Association of Collegiate Schools of Business, which decided four years ago to change its accreditation standards so that curricula reflect the "global" as well as the domestic aspects of business.

A survey two years later by the American Council on Education concluded that "although most business schools are still seen to be highly parochial or provincial in their curricular approach, most of them are attempting to respond to the internationalization of the curriculum."

Dr Voris says too many business schools have just made a token gesture towards internationalization by laying on one new course,

an "introduction to international management" and the rest of their curriculum purely domestic. Better, he says, to introduce an international dimension to as many courses as possible—for example, teach international finance in finance courses, international accounting in accounting courses, and so on.

Better still, of course, in Dr Voris's eyes, is to add the study of foreign languages and culture. "Otherwise you are just scrapping the surface of international management," he says.

Thunderbird turns out about 900 graduates a year with a Master of International Management degree—probably as many as all other American business schools put together. They spend a year on the converted air base in the Arizona desert 16 miles outside Phoenix, immersed in an intensive "tripartite curriculum."

The first part, provided by the department of international studies, teaches students about current economic, social, political and cultural conditions in the area of the world they are interested in. It deals with worldwide issues, offering courses such as "cross-cultural communication" and "nationalism and expropriation."

The second leg, the department of modern languages, brings students to conversational proficiency in a foreign language. Spanish, French, German, Japanese, Portuguese, Arabic and Chinese are offered and foreign students, who constitute a quarter of Thunderbird's enrolment, usually study advanced English.

Third, the department of world business has a wide range of courses in international management, marketing, finance, law, planning, and so on. Dr Voris says that although there is no specific course in business ethics, the subject "is stressed in most of our courses in world business."

The school has had great success in recent years in attracting students from the past five years their numbers have gone up from five in 1971 to 200 this year—even though there are still many parts of the world to which companies will not send their executives (such as Japan and the Middle East).

But a drive to attract black students has not worked, Dr Voris says. "Blacks are just not interested in going overseas yet—maybe in five or 10 years they will be." Apparently, anxious young black Americans who want a business career all go to the traditional prestigious business schools at Stanford, Harvard and so on.

Interestingly, Dr Voris says the few black students who have been sent to black Africa have not been particularly well received there. "An American is considered to be white or yellow," he says.

The outcome of President Carter's proposal to set up a Cabinet-level department of education (THES, April 28) is even less certain at present.

The Senate approved the new department last week by 72 votes to 31, but its opponents in the House of Representatives have used various manoeuvres to prevent the companion Bill reaching the floor of the House for a final vote. They hoped to hold it up until Congress adjourns and thereby kill the Bill.

Lobbyists for special interest groups have, for the most part, been successful in keeping education-related Federal programmes out of the proposed department and in the existing agency with which they have long-standing, cosy relationships.

Thus, before President Carter even presented his plans to Congress last spring, he decided it would be futile to try to pry veterans' education away from the Veterans' Administration, for example, or training and other youth programmes from the labour department.

Since then the Senate and its governmental affairs committee have been persuaded to leave the Head Start pre-school programme with the Department of Health and Welfare (as it would become), and school studies and child nutrition with the Agriculture Department, and Indian education with the Bureau of Indian Affairs.

Clive Cookson reports on the international growth of business schools.

showed that the performance of United States universities in Nigeria and Brazil, two of the most important developing markets, was rated below that of their European equivalents by the natives.

Adjectives used to describe them included: arrogant, impersonal, heavy-handed, impatient, tense, pampered, brutal, rapacious, insular, parochial, aloof, exclusive, opinionated, xenophobic, racist, and overbearing.

Dr Voris's own management school—known familiarly as the Thunderbird School after the aircraft carrier that was based there in the Second World War—has pioneered the drive to improve the performance of American executives overseas.

For many years it was the only American business school teaching international management. Since 1956 when the graduate school of business at Columbia started something similar with a large grant from the Ford Foundation.

The field has started to expand rapidly during the 1970s and now about 50 out of 500 business schools in the United States offer programmes in international management, mostly at the Master's level. Some of them have put together an interdisciplinary programme of area studies, language, general business and international business, on the Thunderbird model (which Lee Nehrt, professor of international management at Wichita State University, called the "ideal mix").

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Pace hots up over tax credits

WASHINGTON

Lobbyists for and against two controversial education bills—tax credits for college tuition fees and the creation of a separate department of education—are becoming increasingly frantic in their efforts to push them through the Senate and the House of Representatives, or alternatively to kill them, before Congress adjourns for November's general elections.

Legislation that has not been passed by adjournment day, scheduled for mid-October, automatically dies and must be introduced afresh when the new ninety-sixth Congress convenes in the New Year.

Last week a House-Senate conference committee agreed on a compromise—a scaled-down version of the tuition tax credit Bill. It excludes credits for elementary and secondary schools, which were added to the Bill in the House of Representatives (THES, June 6) and not in the Senate (THES, August 25).

They were the most controversial of all, being supported vigorously by Roman Catholic groups (most fee-paying schools in the United States are Church-run) and bitterly opposed by the powerful education lobby.

The compromise Bill would allow parents to reduce their income taxes by 35 per cent of the fees paid for each undergraduate or vocational student, up to a maximum of \$100 (about £50). The total cost is put at \$1 billion when it is fully operational. The original Senate version of the legislation had set a \$500 maximum write-off, at a total cost of \$2 billion a year.

However, President Carter is still expected to veto tuition tax credits, even in their scaled-down form, when the measure reaches his desk. He and his administration feel they have a wasteful and inequitable way of helping middle income families meet the rapidly rising costs of college education, because a substantial proportion of the benefits would go to wealthy Americans who do not need help.

Most higher education associations, including those representing students, faculty members and university administrators, agree with him in this. They are pushing instead for Congress to pass an Administration-backed \$1.5 billion expansion of existing student grant and loan programmes.

Whether the supporters of tax credits would be able to muster the two-thirds majorities necessary for Congress to override a Presidential veto is uncertain.

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All

Overseas News

Reorganisation and control

by Günther Kloss

By the end of this year West Germany's universities will once again be reorganised according to a broadly uniform pattern.

To most German academics, brought up in the tradition of strictly state-controlled institutions, this will not be an altogether unwelcome development. It will rectify the substantial variations in, for example, the structure of the teaching staff and the decision-making processes between universities in different Länder, which were the outcome of the different reform laws of the late 1960s and early 1970s.

To some ardent believers in the necessity and urgency of modernising German higher education, academics as well as students and politicians, the current second-round of university legislation is a retrograde step, nullifying much of what had been achieved during the past decade.

To others—and this includes many formerly progressive university teachers—it is an inescapable rectification of what has proved in some cases to be unmanageable and detrimental.

In several decisions, the earliest going back to 1972, the Federal Constitutional Court and other courts found fault with crucial clauses of some of the more "progressive" Land Acts, and the Federal Hochschulrahmengesetz (HRG, Federal Framework Law for Institutions of Higher Education) passed by the Federal Parliament at the end of 1975, forces the Land parliaments to adjust their own Acts.

It is this adaptation to the general principles and provisions contained in the Federal Act which is now in progress in every Land. (The universities will subsequently have to adjust their own statutes, subject to Land government approval.) Bremen and Baden-Württemberg were the first to complete the task; their legislation came into force last November.

Lower Saxony and Hamburg followed in May 1978, Hessen in June, and the Rheinland-Pfalz in July. The governments of Schleswig-Holstein, Northrhine-Westphalia, and Bavaria have published first

drafts or actual Bills, and these are due to be debated and eventually passed this autumn.

The progress from publication of the first draft by the education ministry to the third and final reading of the Bill is the same everywhere. Public reaction to the draft Bill is invited and there has been no shortage of comment and criticism. In Northrhine-Westphalia, the minister received a total of 3,600 pages from students, professors, non-professional staff, universities, trade unions, and pressure groups. The Hoesen government had to evaluate more than 80 written submissions. Frequently the parliament, or one of its committees, holds public hearings.

A common feature has been widespread public protests from both students and staff, sometimes supported by the education trade unions, in order to draw attention to important issues and to influence the parliament.

In Hessen, 3,000 students demonstrated in the capital Wiesbaden a day before the law was due to be passed, and 70 professors from six universities appealed publicly to government and parliament to prevent the enactment of several hundred junior staff which would be the result of the new legislation, not only because of the personal hardship involved but also because such a step would seriously affect the teaching programme.

The German National Union of Students (VDS) called for a nationwide 14-day boycott of lectures in November of last year.

All laws, whether passed or still under discussion, introduce new regulations in four broad areas: staff structure and internal decision-making, student unions, discipline, and length of study. A fifth area, that of university entry, has been dealt with by a separate Inter-Land treaty (THES, April 28).

These areas were already controversial and have been the subject of much debate in the time of the HRG, and despite the compromise version of the Act, it is now in force it was clear that a lot of the Land laws would have to be quite substantially amended, for example to strengthen the position of the full professors by securing the predominance of their group in decisions involving academic and teaching matters.

Bremen, for example, had for several years practised, and not yet

altered the much-maligned Drittelgesetz, which allocated equal shares to the three groups of staff, students, and other staff. This had to be changed, as did comparable provisions of several other laws. However, this particular point illustrates the degree of latitude and interpretation that still remains under the HRG.

The new Bremen Act still defines the membership of senate and the boards of the schools of study as five professors, five students, and five others. But each professor has 2.2 votes, so that the professors as a group have 11 votes, compared to the 10 of the remaining members. The Baden-Württemberg law, on the other hand, gives the full professors a clear majority, even as regards membership.

The introduction of the Regelstudienzeit (prescribed length of study) for every degree programme has become the most contentious of all issues. It is vigorously resented by both staff and students, because they fear that it will not go hand in hand with a reform of the curricula for which the HRG has established an elaborate framework of committees. The introduction of a Regelstudienzeit is obligatory under the HRG, but the Länder appear to have some latitude in from when to apply it. Baden-Württemberg is the first to have attempted (and failed) to actually implement it; the other Länder are very cautious in introducing it—it is widely thought that the responsibility of course reform rests as well.

Many of the Hochschulgesetze are very detailed and long; indeed, several have more than 200 clauses. There are additional differences in content. Bremen and Schleswig-Holstein have one single law which applies to both their universities and Fachhochschulen (advanced vocational colleges). Baden-Württemberg and Berlin have separate laws for universities and Fachhochschulen, but distinguish clearly between these two types of higher education institution. In Northrhine-Westphalia a particularly controversial issue is the government's plan to subordinate the autonomous colleges of education to the universities or comprehensive universities. This proposal is widely resented by universities and colleges alike, although the system works in many other Länder.

Campus heads warned of more hard times to come

Paul Moorman on the conference of the Programme of Institutional Management in Higher Education.

PARIS

The universities of the West have been given yet another warning of the uncertain future which faces them. The party of the 60s is long since over, they know; all the latest indications, according to the Organisation for Economic Cooperation and Development, are that there is not going to be another one.

More than 300 top college administrators and academics concerned with institutional management met at the Paris headquarters of the OECD at the Chateau de la Muette last month at a coming extended period of financial stagnation and perhaps actual decline in real terms on the campuses.

The warning came in a report to the fourth general conference of the Programme of Institutional Management in Higher Education (IMHE) by the IMHE team led by Dr Paul LeVay.

First set up by OECD's Centre for Educational Research and Innovation a decade ago, the IMHE programme is now half way through its third phase of development. It has come a long way in that time. It was originally set up as a vehicle to help universities deal efficiently with the largesse which governments, seeing more higher education as an all-purpose panacea for the ills of society, was showering on them.

Much of the early work concentrated on facilitating research groups. Theoretical discussions were the order of the day. The problems were those of how to handle plenty.

Research still plays a significant role in the IMHE scheme of things; but increasingly the emphasis is switching to a practical problem-solving approach designed to help the campuses come to terms with their straitened circumstances.

Thus it was that the theme of the general conference was "Managing Universities in the 80s: Democracy, Performance and Vitality".

And the IMHE programme is now developing workshops and producing a new International Journal of Institutional Management. At the conference, however, it was the universities which were asked to accept their cut-down role and to accept their ever-decreasing budgets.

The universities were, according to Professor Raul Knecher, the IMHE's directing group, to society as centres of fundamental research and innovative ideas. Medicine was one obvious area of importance of immediate area of importance of all. And, increasingly, work was being done on the problems of industrial society of management and the workforce, on leisure and retirement.

Although the universities had a clear role to play in the next generation of highly skilled young people, they should also take over responsibility for adult education, for "This would not be some kind of 'cultural enrichment' function. Many people saved their retirement interests up for their retirement. They were highly motivated to learn."

A generally accepted key difficulty was how the public or politicians could measure the "effectiveness" or efficiency of higher education. For example, argued the speaker, the universities had to improve the economic situation of the country, but they were not doing anything under the name of performance.

Some form of assessment of public institutions was being asked to account for themselves and higher education could not expect to be an exception to this.

Meanwhile, the IMHE programme was going to be followed by a survey of the current state of the art of institutional management which the IMHE hopes to publish in the autumn of 1979. It is a preliminary report to spark a continuing debate.

MPs stick at home policy

For good or ill, Mr Edward du Cros, Conservative Chairman of the Public Accounts Committee, looks set to achieve a greater notoriety as one of the fiercest critics of profligacy in the academic world.

Last year he took strong issue with those who claimed universities were suffering excessively in the economic blizzard. His latest exploit is last week's PAC report calling for yet another study of the possibility of persuading more students to study at their home universities.

On the face of it, the PAC report seems good sense. The planned increase in university numbers by 3,000 before 1981 could require spending up to £100m on new accommodation. In theory, many more students than the present 10 per cent could live at home, at an enormous saving to the public purse.

"While we recognize the benefits derived from residing at a university," the report proclaims, "the desirability of a student's freedom of choice must be weighed against the extra cost to public funds." The committee's suggestion has already ignited familiar protests from the National Union of Students and the Association of University Teachers, both of whom regard the right to study away from home as an important element of academic freedom.

But the educational merits of the argument are perhaps less significant than a Department of Education and Science study suggesting that it is simply not possible to bring an effective way of encouraging more students to stay at home. The study was carried out at the instigation of the PAC and published before last week's report was published. The PAC made scant attempt to refute its arguments. The MPs "recognized" the difficulties but called for yet another review of the possibilities.

The DES study itself estimated that in theory up to £580 could be saved for each student staying at home instead of going away to study. But its analysis of three years of encouraging more home-bound students led to the conclusion that none of them was entirely practicable.

A quota system for institutions limiting the number of away students to existing residential places or setting a minimum number of home students who would have to be admitted. But this would result in over-interference in universities' choice of students, lead to different standards of entry in higher education and make it difficult to match courses to applicants.

Students would be induced to live at home by the prospect of a grant as big as they would get if they lived away. But the financial savings of more living at home would be reduced by the extra cost of the grants. Even if £5,000 were paid to the extra cost of the grants, the DES would only break even in public expenditure terms, the DES said.

All students would be paid the same home grant except for those who chose to leave home because of choice of course or unsuitable conditions. This would be administratively expensive, the DES says, and could lead to an unwelcome standardisation of conditions.

Apart from the administrative difficulties involved in all three, the DES noted there were very real academic disadvantages in full participation in the social and intellectual life of the university. Disadvantaged families tended to be attracted to the facilities and the study in the home.

By relaxing the DES case the PAC has reopened what is likely to be a furious controversy in the academic world and in Whitehall. The absence of any extensive evidence to refute the detail of the DES arguments, however, the MPs are unlikely to prevail.

Shadow in the cave becomes reality

Patricia Santinelli talks to Anthony Smith, the major campaigner for an Open Broadcasting Authority

He has spent much of his time since 1972 attending meetings where the fourth channel was being discussed. He eventually encapsulated both his own views and ideas culled from various sectors into a submission to the Annan Committee on the Future of Broadcasting.

This proposed the creation of an independent National Television Foundation which would act only as a publisher, thereby separating the two processes of transmission and production and giving air time on a national network to a greater and wider variety of programmes including some produced for minority and specialist groups.

His advice was accepted by the committee and included in their report, and then given the final accolade in the White Paper. Naturally he welcomes the latter, but he does not view the proposals with rose-coloured spectacles, since he is only too aware of the dangers that may arise in interpreting them.

He believes the Government has chosen a wise course in recommending that the financing of the OBA should come from a variety of sources such as spot advertising, block advertising and sponsorship. But he does point out that if the OBA was to rely too heavily on one of those sources such as spot advertising, to the detriment of the others, then you would get ITV creeping in.

The same effect would be achieved if the OBA in the early years had to rely to a large extent on material from independent television companies—as is suggested in the White Paper—with the result that it becomes dependent on them. "Yet if these powers are administered properly with the intention of keeping a balanced input, the outcome could only be good," Mr Smith said.

Mr Smith's other reason for leaving the BBC was to devote more time to promoting the OBA and fourth channel into reality. The White Paper published recently seems to have crowned his efforts with success and it appears now likely that an authority will be set up by 1980.

He does not think that the OBA need be limited in this way, even in the early years. He has found a large number of companies willing to sponsor short series of programmes akin to their interest.

"A good example of this already exists and is displayed on BBC2 where a quarter of the programming money comes from co-productions most of which arise from sponsorship in America. The high standard of BBC2 production is proof that there is no danger but only benefit to be derived from this method," he said.

He thought that the OBA could help to build up a dozen or so independent centres of programme-making the nuclei of which already exist. This sort of company could be a regular supplier of programmes throughout the year with scores of other companies sponsoring odd programmes or series.

Mr Smith foresees a golden opportunity for groups of the public. A group could commission a producer to make a programme about its particular problems or outlook for broadcast on the fourth channel. He believes that the OBA is too often presented as if it were only an administrative device but in his view its real purpose is to bring a much-needed creative revival in television. This has become necessary because existing television formulae for scheduling are based on an outmoded view of audience needs.

"The real value of the OBA will be if it can relocate all the real audiences of which the mass audience is composed. The mass audience is really an arithmetic expression," he said.

As a non-educationalist, Tony Smith is reluctant to comment on what he sees as the much too radical offer to the education sector on the fourth channel. He does see scope for an expansion and development of the Open University but does not think that purely instructional programmes aimed at small minorities are best transmitted on a national network.

An area where he does see tremendous prospects of as yet unexplored in this country, is television productions emerging as a result of research projects.

"Some of the most interesting television done in America has emerged from research projects, for example 'Sesame Street' he said. "The programme emerged from a study of ethnic children in America in the 1960s. It was a joint effort between researchers and programme makers and was a revolution in children's programming."

Mr Smith would like the OBA to encourage this kind of production helped by a body such as the Social Science Research Council, on topics like the problems of working women, housewives, single and old people. All of which he says tend to get forgotten and are just forced to tag along.

Mr Smith's career as a writer on media affairs has been extremely prolific. He is the author and co-author of countless publications. The most recent, *Politics of Information*, published by Macmillan, carries further the argument made in his first book that television because of its structure and format has been obliged to concentrate upon a mass audience.

Another recent publication is "Newspaper History: From the Seventeenth Century to the Present Day", a collection of essays of his knowledge of the newspaper industry and the print media has earned him a world-wide reputation and recently led to the publication of a discussion paper prepared for the German Marshall Fund of the United States in which he forecasts a very prosperous future for the newspaper industry through its adoption of the "new technology".

He believes, however, that the newspaper industry in Britain could continue a long time without taking on board computerized techniques. Although they would not be so financially profitable, they would be "stupid enough" to continue to in areas such as newsprint.

New Zealand

Foreign students review

from Lindsay Wright

WELLINGTON

Disputes with the government over its policies on overseas students have prompted the New Zealand University Students Association to establish a National Overseas Students Action Committee.

The committee is carrying its teeth on submissions to the review of policy on private overseas students—a review called for by the government which is to be conducted by the permanent inter-departmental Committee on Private Overseas Student Policy.

The terms of the review call for a report on four specific points. First, the inter-departmental Committee is asked to review the review in terms of overall numbers, and the countries and regions from which students come as a review of the admission of overseas students, and the types of study which should be open to such students.

It must also advise the government on whether a certain length of stay in New Zealand should be a factor in granting permanent residence to overseas students, and whether the aim of allowing private overseas students should be directed towards recruiting potential immigrants or towards providing assistance to the future employment of the students' home countries.

NZUSA president Lisa Sackien criticizes the review with the claim that the terms are too narrow to allow any opportunity for comment on the present regulations affecting overseas students.

The problems of the past three years, started with a 1975 Labour government plan, implemented by the National government returned

to office late that year, to substantially reduce the numbers of Malaysian students in New Zealand.

Then in 1976 the Minister of Immigration, Mr Frank Gill, announced a new policy (reversed in May after Prime Minister Robert Muldoon's daughter married a private overseas student from South Africa early this year) to impose a two-year probationary period on overseas students who marry New Zealanders, to ensure their marriages of convenience could be prevented.

And this year NZUSA spent some \$63,000 on legal fees in an unsuccessful battle to prevent the government from forcing its elected international vice-president, James Muldoon, to resign from the NZUSA public as a result of refusing to extend his visa, to return to Fiji.

Recently the Labour Department has announced that overseas students who complete their degrees in this minimum time will no longer have the right to apply for permission to stay in New Zealand to attend the annual graduation ceremonies in May—some six months after examination results are released.

Some of these governments' decisions, says Lisa Sackien, are outside the terms of reference of the Interdepartmental Committee.

NZUSA and its National Overseas Students' Action Committee are planning to call a meeting of all the universities, the Universities Grants Committee, the Universities Entrance Board, and the Labour and Education Departments in an effort to discuss the terms of the inquiry and the form it will take, and to gain wider consultation on the issues involved.

Holland

Ten accept plan for more students

from John Richardson

THE HAGUE

Ten of the 12 universities and technical high schools which fall under the direct budget-influence of the Ministry of Education have signed an agreement concerning their education and research tasks and likely budget allocations for the period 1979 to 1983.

Two universities, the Catholic University of Nijmegen, and the city University of Amsterdam, have refused to sign.

The main terms of the agreement are that the higher education sector shall accept some 25 to 30 per cent more students without any real increase in resources. Facing the problem of how to accommodate rapidly increasing numbers of applicants until the decline in the birth rate starts to make its influence felt among the 18-plus age cohorts in the late 1980s, the Dutch have decided to try to tunnel through the "hump" in the demographic curve.

According to the Minister of Education, Dr Arie Pais, this will necessitate increased productivity on the part of dons in the order of four to five per cent.

Because of the accepted importance of scientific and technological discovery, contact with industrial spin-offs in the Netherlands—university research is to be seen as a separate task, independent of student numbers in terms of funding.

In Britain, the Anglian Regional Management Centre at Dunbury Park in Essex has been mounting a series of workshops on university management and planning for senior administrators and Heriot-Watt University, Edinburgh, has hosted a meeting on the management problems of dispersed institutions.

At Bath and Newcastle universities earlier this year, IMHE seminars have concentrated on the planning and allocation of resources, on performance indicators and on the preparation of budgets.

Indeed, the British presence at the conference was strong with participants coming from the universities of Aberdeen, Aston, Bath, Bradford, Heriot-Watt, Imperial College, London, Liverpool, Loughborough, the Open University, Salford and Strathclyde.

Among the polytechnics there were representatives from Brighton, Bristol, Central London, Huddersfield, Leicester, Manchester, North London, Northern Ireland, Portsmouth, Preston, Sheffield and Sunderland.

A common cause for concern throughout the conference was the forthcoming fluctuation in numbers of the traditional student population.

Many countries face the same demographic pattern as Britain, with enrolments rising steadily into the 1980s and then dropping off sharply. There was a danger, as the delegates put it, of the often malignant student population becoming an almost extinct species.

By now familiar arguments were aired about the difficulties of planning, especially in a period of economic stringency, for an expansion was going to be followed by contraction. At the same time, how could new buildings be justified in the 1980s if they were to stand empty in the 1990s?

The proposal made by Professor Klaus-Johannsen, the Federal German Minister of State for

David Jobbins on a scheme to unite Liverpool Polytechnic's scattered elements

Liverpool Polytechnic's administration block is a brisk 10-minute walk from the nearest teaching building. One faculty is split between two buildings two miles apart.

The scattered nature of the polytechnic, spread among 15 or more buildings and four main sites, has been a bugbear since its foundation. But at least one plan to bring the polytechnic together on a single site founded in the disturbed seas of the political make-up of the city council.

Now a second-best plan, at least to reduce the number of sites, has been put forward by the controlling Liberal group on the council. Its key is a planned reorganization of secondary education in the city. The Liberals—backed by the Conservatives—want to close a couple of comprehensive schools in the city centre which they say are unpopular with parents. The plan is to merge the two schools into a single site—can be moved into one of the redundant secondary schools.

This, according to the plan, will leave college buildings near the city centre free to be taken over and achieve more consolidation for the polytechnic.

The closure of the secondary schools is bitterly opposed by Labour councillors, and by the reorganization plan. Provided that it is eventually approved, however, the Liberals are confident they will achieve their aim for the polytechnic.

They point to the political reality of the situation on the city council, with Labour in opposition, although it is the largest single party with 40 seats. The Liberals have 35 seats and control the council's committees, while the Conservatives have 24.

Liberal education spokesman, Mr Alan Beth, who is MP for Berwick, visited Liverpool to see how his party was coping with the demands of running a council without a majority. Afterwards he commented: "It seems to me a great tragedy that because of party bickering the opportunity was not taken to bring the polytechnic together on the Albert Dock site."

Anything the Liberal councillors can do to bring the polytechnic together is very much to be desired.

The new plans will not create a single-site polytechnic for the city, and a Liberal councillor admitted: "It is second best but second best is better than nothing."

The plan was discussed with the polytechnic's rector, Dr Gerald Bulmer, during Mr Beth's visit. Some administrative staff say privately that they will believe it when it happens.

Labour councillors view the prospect with even greater suspicion. Councillor Sidney Jones argues that instead of the polytechnic going into "old" and sometimes inadequate buildings it should develop its own architecture department.



Liberal councillor Mr Richard Kemp says the verdict from Mrs Shirley Williams, Education Secretary of State, is the only constraint. "As far as the educational plan goes our controlling group is supported by the Conservative Party for these proposals."

It gives the plan an effective majority on the council of 19, as long as Conservative support holds. "As far as the city council is concerned there is nothing to stop the proposals proceeding."

Liberals admit that their plan will still leave the polytechnic on lot of sites, and they remain bitter that a scheme to bring all Liverpool's facilities together on one site at the city's Albert Dock fell through over two years ago.

In April 1976 the city council voted not to buy vacant warehouses on the site, after three years of complex negotiations between the polytechnic, council and Department of Education.

The 130-year-old warehouses could have paved the way for expansion to 10,000 students. But a change in student targets, rising costs and a range of other factors led to the decision to drop the project—which had originated in the polytechnic's own architecture department.

In purpose-built ones. He favours development around the polytechnic's main Byrom Street site.

"It is very surprising if the Secretary of State approves the proposals," he said. The school the Liberals wanted to close as a first step was significant for secondary education.

Councillor Jones dismisses the Liberal scheme as a dream and discounted the talks at the polytechnic as "premature." He is still angry that the council rejected a £3 million loan for a new arts faculty building on the Byrom Street axis and were "stupid enough" to continue to press for the Albert Dock scheme.

"The result was that we lost both."

It is perhaps partly because of the fluid and volatile nature of Merseyside local government that Liverpool is apparently the only polytechnic in the country which has not had one new building since its foundation.

A decision by Mrs Williams on secondary school reorganization may not be forthcoming until into the New Year. There may be public inquiry—and the balance of power on the city council could well be significantly changed by next May's elections.

Peter David



Arnold Wesker discusses the play with the cast—Frank Middlemass, left, Angela Down, Greg Hicks, Aubrey Morris, David Swift and Tim Hardy.

The quality of Jewry

For obvious reasons the British premiere of Arnold Wesker's play, *The Merchant*, which has now opened at the Birmingham Repertory Theatre, should be a notable cultural event. Wesker, however, while quietly confident, knows that the reception may be ambivalent, and during recent conversations—he was in Birmingham for the whole rehearsal period—I discussed with him some possible areas of contention. What he calls the "American experience" in 1977 was happy, he says, while it lasted (aside from the death of Zero Mostel, playing Shylock, during the pre-New York tour).

Wesker later took some of the critics to task in an article in *The Guardian*—in particular Richard Eder of the *New York Times*—who had concluded that the play was "stimulating but only sometimes successful", and Dale Harris (in *The Guardian*), who had called it a "sermon on the virtues of tolerance" and this new Shylock a "Mr Littlechap at odds with the world". Others were more kind, including Olive Barnes. This, after a fallow period, is perhaps Wesker's finest play, most of the writing is brilliant, with mastery sensibility.

Wesker sees the play as certainly his most ambitious so far. It is his first historical, costume drama, the story is one, which a great poet has handled before, and perhaps most crucial, there is the challenge of the language how to make dialogue which is both medieval and modern and also rhetorically potent.

What, first, in the writer's experience was the play based on? One could see clearly what it was in *The Kitchen* or, more recently, *The Friends*. "Well, some of the characters are modelled on people I know. More to the point, there is perhaps an analogy between Shylock's position and the feeling I have had in recent years of being alien in the literary climate of England." Alien as a Jew, as a writer, politically? "In all ways. After years of writing, it seems my place in the literary world being given to me by those who think they are graciously bestowing the relationship. Perhaps it is that there is a Jewish spirit in me that doesn't sit comfortably in the English scene."

But is this play calculated to make that relationship easier? Shylock is, one might say, Wesker giving a gift of his work to the court confidantes his books. The heart of the play is this: "Shylock is a man constrained by the ghetto to live in a certain way. He has the opportunity to do something he is very happy to do, to lend his intimate, gentle friend, Antonio, 3,000 ducats. But he is forced by the law to act against friendship and make a bond."

"I am the sort of Jew", says Wesker, who feels he is a Jew, not for any ritually religious or other reasons. He offered a consideration of the Khazars, the em-

Arnold Wesker, whose *The Merchant* opened in Birmingham last night, talks to D. J. Hart about what the play means to him

kin. The language of the play is an epic, rhythmic language. One needs more than just an ear for dialogue, it has to answer two things: one, the need for it to sound like reality and, two, it has to be single dialogue, with theatrical rhythm, melody."

What language or dialect did the Jews speak in 16th century Venice? "I've no idea, David Swift (playing Shylock) is Jewish and suddenly you hear the East End and that's a mistake. I have a feeling that the Jewishness of the period is not the Jewishness we know now, which comes from Eastern Europe in the 19th century. One doesn't ask of Shakespeare, is this how the Romans talked? What makes Julius Caesar different from Richard III is what he says, but the Elizabethan immiter is common to them both."

So what is your twentieth century equivalent? "In Elizabethan England documents, letters, not only drama, were written in a marvellous flowing poetic language. That was Shakespeare's context. I'm not an authority on those who were literate, but among those who were literate there was a common awareness of an energy in the language which happens when a language is in the making. I imagine it must be similar in Israel at the moment, a melting pot of different languages. Almost anything is possible and permissible. But in England now, if you're writing an historical play you have several choices but no clear context."

So this "free-thinking, humanist" money-lender is both a radical among Jews and also, in a sense, no Jew at all. And here it seems likely that Wesker can't win. How experience was the play based on? One could see clearly what it was in *The Kitchen* or, more recently, *The Friends*. "Well, some of the characters are modelled on people I know. More to the point, there is perhaps an analogy between Shylock's position and the feeling I have had in recent years of being alien in the literary climate of England." Alien as a Jew, as a writer, politically? "In all ways. After years of writing, it seems my place in the literary world being given to me by those who think they are graciously bestowing the relationship. Perhaps it is that there is a Jewish spirit in me that doesn't sit comfortably in the English scene."

Research has shown, he says, that such men as his Shylock existed in the ghetto in sixteenth-century Venice. Women like his Portia, too, whose "new woman" declarations sound very modern indeed. But that they should speak to us must be primarily the purpose, and here we have characters whose ideas are like those of our contemporaries, who at the same time find themselves obliged to cut a pound of flesh for a friend's chest or looking for a husband by having suitors choose between three caskets. How is one to make a language for all that? "The language arrived at me rather than I at it. When I found myself making notes, that's how it came. I'm not sure where it belongs, except possibly it has a Victorian energy about it. In the past 10 years or so I've read a lot of Victorian literature, novels, Rus-

kin. The language of the play is an epic, rhythmic language. One needs more than just an ear for dialogue, it has to answer two things: one, the need for it to sound like reality and, two, it has to be single dialogue, with theatrical rhythm, melody."

What is the significance of the play's title, *The Merchant*? "It's a play about a merchant, a money-lender, a Jew. It's a play about a man who is a Jew, not for any ritually religious or other reasons. He offered a consideration of the Khazars, the em-

Felling the Marxist trees to make way for growth

Anne Corbett meets Jean-Claude Guillebaud who has written an analysis of changes in thinking among France's younger left

The French are expert at repackaging ideas to suit the occasion. It is a fashionable *rentrée* theme that all self-respecting—i.e. left-wing—intellectuals have killed off their former gods, in particular Marx and Freud. So the implication for the trend-conscious now is that they need not bother with them either.

The weekly magazine *Le Point* has just devoted a cover story to the intellectuals' clear-out. It suggests that everything from scientific research to fashion from literature to politics, from film to pop song, suddenly embodies a common theme: a rejection of inhibiting dogma or structures in favour of pragmatic experiment: mighty Marxist trees felled to make way for some anglo-saxon growth.

For a journalist at *Le Monde* this particular move to make anti-Marxism fashionable comes as back-handed compliment. Jean-Claude Guillebaud, co-director of the paper's third world section, has recently written a sensationally sharp analysis of changing styles of thought among the younger left in France: (*Les Années Orphelines*, 1968-78, Seuil, 25f). As the *Le Point* piece shows, his book makes excellently liftable copy. But his message is not one the paper finds it suits to sell. Far from suggesting that new ideas have modishly sprung out fully formed, Guillebaud's thesis is that they have been simmering continuously this past decade. For me, resident in France, it is much more convincing analysis.

A decade of course takes us back to 1968. But it would be a mistake to think of the book as yet another offering on the events and ideas of that year. It does supremely well to convey the sense of the confusion—among a section of the left who have been trying to square deep-rooted political convictions with a growing disillusion about many of its symbols. The "orphan years" have seen many of the old heroes buried. In the process of his analysis Guillebaud gives a stature to a developing alternative to Marxism which the media mass-marketing generally tends to denigrate.

It is quite different in style from those books which may already be familiar to *THESE* readers as purporting to come from the left and being hysterically anti-Marxist in tone: those books of the *Nouveaux Horizons* circling round Bernard Henri-Lévy's "provisional" answers.

Guillebaud, committed where the *philosophes* temporise, has written an angry book. It is a furious outburst of a tendency which produces large numbers of features on a petition, large numbers of bodies on marches: that intellectual reductionism which may clearly separate the good from the bad, but which bears little relation to what is happening.

He has been distanced as a foreign reporter struggling to send in stories which have reflected what he saw happening, and also made sense in a French political climate. Then at home, he found himself set apart in refusing to join activist friends in protests. "How you march from Nation to the Bastille shouting 'death to Zionism'—you have talked to Israeli students in Jerusalem?"

But the birth of a process of realising that there are always two truths where clear-thinking intellectuals have traditionally assumed one. In 1968, it was such an amazing political baptism for such a large part of an intellectual elite, the life was finishing off a decade in the social sciences, although he had already begun work as a journalist. But, he says, "the significant feature, is the way 1968 has been built on."

"Of course it has been confused," he says. "Our whole vocabulary and analytical framework has been taught. For a long time we have accepted it. Knowing of no other which can be deployed out giving hostages to the past. It has taken ten years to realise that we have been over the whole of the decade."

In his book he cites the confusion and embarrassed way part of the left began to buck away from the appearance of a new intellectualism made much easier later.

Then came the disillusion. Castro whose heretofore was an attractive step forward from bureaucratic deformations of the left. But eventually the notion of the Latin-American social revolution, recognised as not living up to the ideal, began to fade.

Even Régis Debray, whom Guillebaud describes as going to Bolivia to convince a large number of intellectuals that guerrilla warfare was a necessary tactic of opposition, realised he would be more constructively employed trying to wake up the French socialist party.

Vietnam, for so long a symbol of brave struggle against American imperialism, has also given its pathisers a bitter reward. But in the experience of China which has been the most embittering of all. Seen from France, the idea of making manual labour a noble and valued experience, and the commitment to small group decision, seemed to embody the ideal of 1968: convivial, libertarian, ecologically sound.

Then years later these are the rousing memories. But the habits of analysis do hard, and though many of them now receive more than half their support from tax dollars. Some of them (like Swarthmore and Reed) are almost exclusively for undergraduates, but more often (as at Cornell and Chicago) the college belongs to a complex that also includes world-class graduate and professional schools, libraries, research institutes, and libraries. Some of them are still, have traditionally strong ties to their region; others, like the Massachusetts Institute of Technology, have built exceptionally high knowledge in a particular field.

Generally, their faculties are internationally known and regularly participate at government seminars and intellectual spurs. And they have formed sub-clubs within the 50—the Ivy League, the "Seven Sisters", the "Council of Twelve"—which are to promote further recognition of their special relationship with excellence.

They are the elite universities—the "incredible Disneyland" as one Harvard student recently put it. The family resemblance from one to another is striking. They are common resources (exceptionally bright students, residential campuses, Nobel facilities), and partly the same common value table. This new design—research-and-good-dope variety—are famously keen to exercise university oversight and to know how their Ur-peers every fifth spring.

The alumni magazines detail the good life to be had after graduation; their *Cum Laude* and "asset management" and oriental rug ads confer consumer solidity on the Cardinal Newman boiler-plate of the undergraduate years. As for their texts, the "Stress and How to Cope With It" article seems the thriving genre in alumni publications. Better stressed and Stanford, one infers, than laid back and Contra Costa Community College.

American payers for college tuition today, perhaps 3 per cent enjoy the dividends of elite institutions. Their campus activities—newspaper, theatre, radio station—are likely to be semi-professional in quality and put them through the grueling screenings of the following students. The first time in history—have begun to reflect the diversity of the world outside.

Before the war elite institutions were largely WASP bastions with tight quotas for the likes of blacks, Jews, Catholics, communists, and public school whizkids. Women

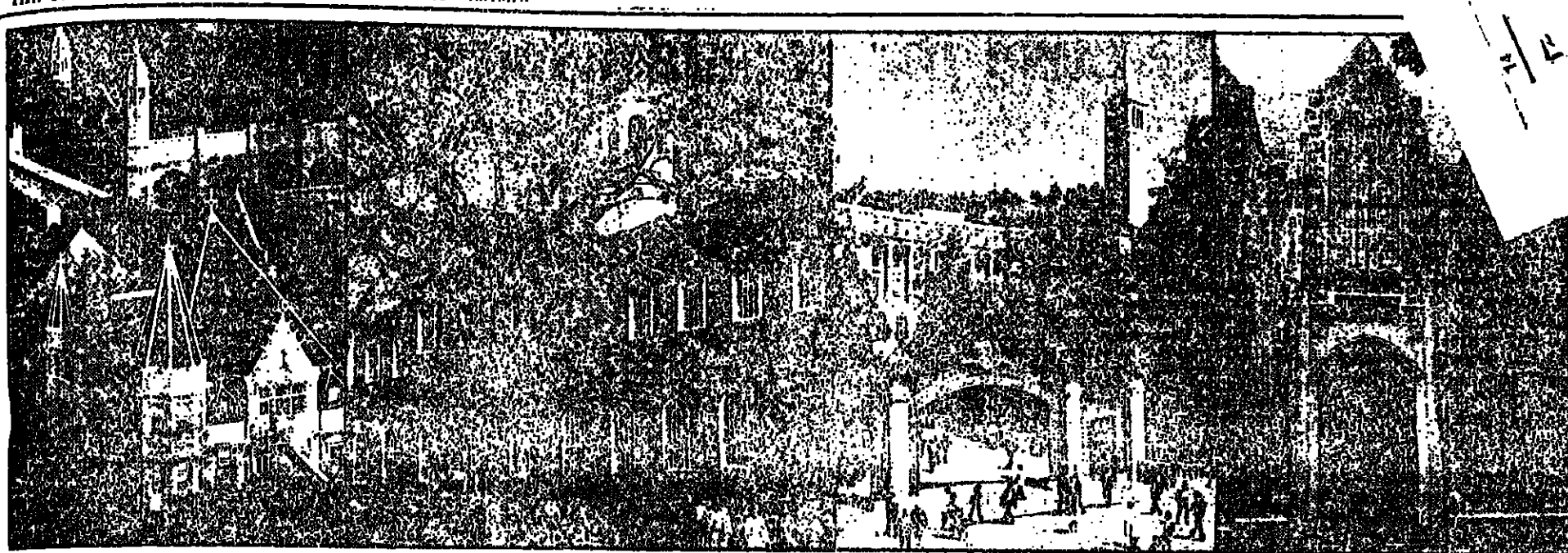
Enrolments were still expanding; portfolios were growing; alumni felt good about giving. Administrative success could be measured by new buildings erected, juicy foundations and Federal grants snaggled, eminent senior faculty seduced from rival institutions, and radical groups isolated from the moderate mainstream.

But lean times have since led to styles. In 1967, the Ford Foundation gave \$7.8 million to higher education, including \$33 million in challenge grants alone. A decade later, Ford's university total had fallen to \$17.3 million. Between 1974 and 1978 the Dunfords Foundation's higher education grants were cut by 50 per cent, and the number of plum graduate fellowships it awarded was reduced from 180 to 100. Government—through student aid and research grants probably the most significant contributor to higher education—has never been so much as a public enemy number one. Today's annual reports by elite university presidents—complete with dark warnings of Washington intervention and the murderous costs of complacency—have a few changes in wording could have come from a General Motors chairman in a zealous New Dealer meddler. But while university administrators do battle with HEW, a quiet alliance of minorities, feminists, and fellow travellers among graduate students and faculty is making common cause with Washington, seeing in aggressive enforcement of civil rights and Title IX sex discrimination laws the only hope for social progress in university policies.

Few episodes illustrate more garishly the plight of today's elite university administrators than the somewhat ramish search for a new president at Yale. First, it is clear that the elite's financial problems are addressed with the special gravity once reserved exclusively for deathbed reports on the Czar. During the Yale search, the provost of a distinguished West Coast university—a man known for his sobriety and judgment—was asked about Yale's multi-million dollar deficit at a dinner party. "God, I hope that place doesn't go down," he said.

Second, with money tight, the ascendant stereotype of the elite administrator is the fiscal expert cum hatchet man. One Yale candidate, with long experience as top administrator of a prestigious public university—was asked during the search how Yale might have to change in the 1980s. After he had replied, speaking mainly of the need for vision and for adapting to new social challenges, a member of the search committee commented: "You know, you're the first candidate not to talk to us about money!"

Third, running an elite university is no longer the obvious dream job for Americans aspiring to greatness. Fourth, the faculties are restless. While a respect to Yale's Provost scholar was finally named Eli's 18th president—Harvard's Henry Rosovsky having turned it down most publicly because, in effect, he wanted to continue to be involved in education—President Giannini's wishes leapt to Yale's *Times* Op-Ed page to warn him (1) that he would have to achieve distance from his continued on page 12



Chicago, Harvard, Berkeley, Yale... a special relationship with excellence.

The 'incredible Disneyland' of the elite

Better stressed and Stanford than laid back and Contra Costa Community College. Martin Kaplan assesses the value of America's top 50 universities

There are perhaps 50 of them, out of the 3,000 higher education institutions in the United States. They are as their brochures candidly confess, highly selective three out of four applicants regularly fail to pass through the needle's eye. They are also expensive: \$8,000 and more for a year in collegiate heaven. A few of them (like Berkeley and Chapel Hill) are public, the flagship campuses of great state institutions. But most are private in governance and finances—though "independent" is the word their lobbies prefer to use, and though many of them now receive more than half their support from tax dollars. Some of them (like Swarthmore and Reed) are almost exclusively for undergraduates, but more often (as at Cornell and Chicago) the college belongs to a complex that also includes world-class graduate and professional schools, libraries, research institutes, and libraries. Some of them are still, have traditionally strong ties to their region; others, like the Massachusetts Institute of Technology, have built exceptionally high knowledge in a particular field.

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Careers and material rewards are addressed with high seriousness, the kind of calculating sobriety one expects from a Morgan Guaranty officer. Forty per cent of Harvard's graduates intend to continue their education; the lowest percentage in the last 20 years; the other 60 per cent said they were uncertain about the rewards to be gained from graduate study. A recent list of the 77 graduates intended to continue their education; the lowest percentage in the last 20 years; the other 60 per cent said they were uncertain about the rewards to be gained from graduate study.

While a melancholy fringe of young faculty and graduate students looks back at the inquisitive fervor of the '60s with nostalgia, elite university administrators also think longingly of those times—not for their confrontations, of course, but for the financial cushion the pre-OPEC Wall Street go-go years provided.

Elite universities tacitly extend a promissory note to their students: an elite outcome, that is a lifetime, is perhaps these 50

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Disneyland' of the elite

continued from page 11

former faculty colleagues, thrive on bureaucratic pressure, and do time at the Washington front (this from an Amherst Dean reputedly high on the list of Yale candidates); and (2) that he inherits a Yale faculty "near the end of its patience" and chomping "to reclaim the authority and power it has lost, and regain its deserved share in the university budget" (this from a Yale historian).

And fifth, elite governing boards—having recovered from the '60s assault on their legitimacy—once again are issuing outrageous New-peak edicts with studied nonchalance. Soon after the purple smoke had cleared, the Yale Corporation announced that Mr. Glavinetti was in fact the 19th president of Yale. Henceforward, the corporation patiently explained, Mrs. Hanna H. Gray—Yale's former provost, who had acted as president in Kingman Brewster's absence, who also had been high on the search list, but who took the presidency of the University of Chicago when the Yale offer failed to come quickly—would be known officially as Yale's eighteenth (and therefore first woman) president. As one Yale English professor put it that evening: "Too much Title, not enough IX."

Elite universities both make their times, and are made by them. If they wish to contribute intelligence and leadership to America's third century, as they did, at best, in the past, their success will depend in large measure on their power to address the ways this brave new world differs dramatically from the more comfortable one just departed. The greatest challenge today facing elite universities is neither providing the brightest teenagers in the nation with even more advanced courses nor pushing them into the wilderness, nor welding subtle power and shaping public taste even more effectively, nor even sheer survival. The greatest challenge is to help all of higher education relevant to its mission in the face of the largest, and most socially and economically and intellectually diverse, and intellectually least well equipped, college-going population in our history.

For a few public elite institutions, these new students may require of them a radical transformation of their purposes. A recent survey of America's intellectual elite found that more than a third of them had (a generation or two ago) attended four colleges: Harvard, City College of New York, Yale, and Columbia, in that order. Not long ago, City University of New York disclosed that its single biggest remedial programme in 1976 was conducted at City College. As the Times reported, 37 per cent of CUNY's under-graduate enrolment was "taking remedial classes at what used to be called the 'proletarian Harvard'." Where CUNY requires money and vision to adapt to its new tasks, enlightened liberals instead extend sympathy and scratch City College from the approved list.

But most elite institutions will not have to endure the agony of losing their Michelin stars. For them, the challenge is to help all of higher education learn to serve the other 97 per cent of our students without mobilities, condescension, or despair. One victory the elite institutions have largely achieved, and is teaching nearly 3,000 colleges and universities that, in the second-rate, scruffy, faddish, essentially remedial, and largely hopeless. With the lecture rooms and student aid to serve mass America, higher education is long past its place, a new ethical identity for that enterprise is yearning to be born—though whether it is slouching toward Cambridge is today far from clear.

The author is a special assistant to US Vice-President Walter Mondale. Until May, 1978, he was executive assistant to Ernest Boyer, the Commissioner of Education. He has asked us to point out that this article does not necessarily reflect US government policy.

A version of this article will shortly appear in the Wilson Quarterly, a journal published by the Smithsonian Institution.

The case for popularising politics

Despite the fact that our political system presupposes some knowledge of its workings, political education in Britain has never been regarded as a particularly legitimate activity. This derives from the time when the virtues of British government were held to be so self-evident that explanations or recommendations were thought unnecessary.

The tightly knit elite which dominated political activity saw no reason to encourage political education even after the machinery of representative democracy had been constructed in the late nineteenth century. Rather, they tended to reinforce the peculiarly British idea that politics, like sex, is something one does in private and keeps quiet about.

Private, because according to this view the formation of political opinions is the duty and privilege of the individual; political education would threaten such a liberty. And yet keep quiet about politics because it is a bore. "Oh politics!" is a common reaction when the subject is raised, accompanied perhaps by an admonishing finger and a knowing look before the conversation is steered elsewhere. We British, moreover, eschew extremes and political education smacks a little too much of totalitarianism for our liking.

We shrink so far from pushing ideologies that we have ended up pushing nothing at all. Yet, we do have a message underlying our political system that needs and deserves to be proselytized: that every citizen has the opportunity to participate in politics, has the right to form his own opinions and the duty to respect those of others. If this message sounds pious and banal it is partly because so little has been done to realize it.

As a nation we are desperately ill-equipped to make our society work efficiently. Politically, we are characterized by ignorance, cynical indifference and non-participation. This is a time when representative government needs to be strengthened against the growing corporate power of the executive in alliance with interest groups. Technological complexity, moreover, has vastly increased the occasions when government imposes on our lives, making a knowledge of government processes a key to influence them of paramount importance.

Now it has taken the work of the Hansard Society and the Politics Association, helped by an extended economic crisis, which has taken us through a decade of doubt and introspection, coupled with disturbing survey evidence of political indifference and signs of dissatisfaction among our youth like vandalism, violence and the growth of the National Front, to make the case for more political education in our schools.

The welcome report of the Han-



sard Society Working Party, under its indefatigable chairman, Professor Bernard Crick, has spelt out the ways in which this new priority can be introduced. But what we see in our children is merely a symptom of a malaise which affects all society. Political education is just as much a need for the existing adult community as it is for the future one.

This need exists on two levels: general or "popular" education for the broad public, and in-depth education for political activists. The popular need exists most acutely among low income groups, particularly within immigrant groups, for example in the inner city areas where electoral turnout is often appallingly low and political skills, in the form of councillors and community activists, have to be imported from other areas of the city.

Existing provision for this kind of education is slight and haphazard. L.e.s.s organize a small number of classes which could be called political and a few adults attend O and A level CCE classes in politics. Traditionally the WEA, founded in 1903, aimed to provide workers, especially trade unionists with the education needed to equip them for a political role but, sadly, this function together with the role of the WEA as a whole, has declined, particularly since the war.

The major providers of such courses are the extra-mural departments in their contribution—about 500 mostly evening courses organized annually by a dozen political tutors—is minuscule compared with the national need. Radio and television have produced some excellent current affairs programmes and figures occasionally rival the soap operas. Television has become the most potent medium of political education but its coverage is often too selective and specialist to promote very even coherence.

The Crick committee developed

the politically-neutral concept of "political literacy" for young people. The aim is that when leaving school everyone should be equipped with the knowledge and skills necessary to be politically active and should have a recognition and a tolerance for opposing points of view. This idea is an important one. It is the *sine qua non* of pluralist democracy, the consensus on process which facilitates consensus on issues. It is just as valid for adults as it is for young people. So how can we encourage it?

To ensure that everyone of school leaving age receives some basic education in politics or "citizenship" the teaching of the subject should be made compulsory in schools. How can we expect our democracy to work if the vast majority of new voters coming on to the electoral register are politically illiterate?

Additionally, more politics tutors need to be appointed in adult education and the balance more easily called political and a few adults attend O and A level CCE classes in politics. Experience shows that whenever a specialist tutor is appointed the number of courses in that subject increases and their quality improves dramatically. Special grant aid for politics courses could also be given—as in West Germany—especially for courses intended for teachers of politics.

Another positive step would be the appointment of more political education advisers on the Sheffield political education committee. In the adult sector as well as in schools, clubs, and more educational television programmes could be offered, perhaps an adult equivalent of Granada's current Politics: what's it all about? or even an On the Move style series designed to promote adult political literacy.

The 5 per cent or so of the population who can be described as political activists, often represent-

ed as mere self-seeking egotists, play a vital role in our political system. In a democracy, it should be the most important role. After all, it is they who represent and influence public opinion and provide recruits for representation in local government and a Westminster.

Already politically literate, they need and deserve all the education they have time for upon a wide range of political issues. Some leading branches are quite active in organizing occasional talks—the Labour Party in the North-West is fortunate in having a regional secretary who is particularly keen on political education—yet none on political parties can afford to give much time or money on this important function. A small amount of Government money would help in this task.

As the Conservatives tend to recruit educated, middle class people it could be argued that they are less acute than that of the Labour Party and the trade unions. The Labour Party play a major political role yet the old idea persists that they are non-political and must not be involved in law, health and safety and so on. The political dimension is neglected. Surely shop stewards need a wider vision of politics and economics and why should not shop stewards who are active in the Labour Party receive some education of the party's policies?

Such a development would involve closer liaison between the Labour Party and the trade unions, possibly at branch level. Naturally the adult education organizations could help in this process.

In short there should be no compulsory political education in schools; more adult education; more politics courses; more political education advisers; more political education television programmes; more political parties for education; more active members; political education within trade unions, possibly at branch level. Naturally the adult education organizations could help in this process.

These recommendations represent the thoughts of only one person: a new Hansard Society Working Party to call for evidence from political parties, trade unions, the media, the DES, i.e.s, the WEA and the extra-mural departments and to produce a report with urgency. If not more, than the subject recently reported on.

Bill Jones

The author is staff tutor in general and politics in the department of extramural studies, University of Manchester.

BOOKS

The isolation of the working-class housewife

The Social Origins of Depression: a study of psychiatric disorder in women
by George W. Brown and Tirril Harris
Tavistock, £12.50
ISBN 0 422 76310 1

In this very important study, George Brown and Tirril Harris show that depression, as a recognized psychiatric disorder, is provoked by just those threatening events—death, separation, loss of a job, eviction from a home—that anyone might experience as "depressing". And whether individuals are resilient enough to withstand them without breaking down depends, in turn, very largely upon the supportiveness of their circumstances.

Among the 458 women in Camberwell interviewed for the study, nearly 30 per cent of the working class mothers with a child under six years old were suffering from a definable psychiatric depression, and about 20 per cent more were borderline cases. These women, isolated in houses that might be damp and overcrowded, harassed by the burden of housework and child care, and whose husbands neither approved nor helped them to overcome, were then plunged into a depressive disorder by some misfortune which overwhelmed their ability to cope. The evidence of the study therefore powerfully suggests that the causes of depression lie in traditional definitions of the roles of husband and wife, in the isolation of child care and low esteem of housework as unpaid labour, in the deteriorated housing, insecurity and social stigmatisation of inner city life. One woman out of every three in Camberwell was already so stretched by the everyday circumstances of her life that any major difficulty or severely threatening event was enough to make her seriously ill in conventional psychiatric terms.

The events which provoke depression are characteristically losses—by death or separation, from a major disappointment, of a home or a job, or a crucial relationship. This depression resembles, in both its symptoms and its course, the illness which follows severe bereavement. Proud pointed out this correspondence in his famous essay "Bereavement and Melancholia". But while everyone suffers grief when they are bereaved (or risks later emotional disorder if they do not), people vary greatly in what other times of events they perceive as losses, and how well they withstand them. Thus it has been very difficult to explain, without the argument becoming trapped in circularity, the relationship between loss and depression. Is it the loss which provokes depression, or the depression which makes people perceive events as overwhelming losses? Or is the depressive state which itself leads to loss—or to a job separation? If we define events without

regard for what they mean to people, we are unlikely to find any association because the measure is too crude; while if we take account of their subjective meaning, we may be saying only that people are depressed by events which depress them.

One of the outstanding virtues of this study is the skill and care with which it avoids these traps of circularity. The authors compared two groups of women: 114 psychiatric patients living in Camberwell, and 458 Camberwell residents chosen at random. From both groups they gathered details of their circumstances, their state of mind, and of the events which had happened in their lives over the past year.

By reference to a list of symptoms associated with depressive illness, they were able to determine who, among the general population, represented cases of depression; and by examining the life events circumstances, they were able to classify those which were—by any normal standard of judgement—threatening. So, for instance, having another child might be a threatening event, but only where housing conditions or a failing marriage clearly made it so. The method itself involves inference, but the judgment is made by the investigator, not by the women interviewed, and so is uncontaminated by her state of mind. The study, therefore, is able to relate the incidence of depression to the onset of depression, as independently determined events. The evidence, marshalled in these

terms, shows that over 60 per cent of depressed women had experienced some severely threatening event within the year, and nearly always within a few weeks, of the onset of their depression, compared with only 20 per cent of other women. Besides events, the study also takes account of major difficulties (excluding alcoholism). It then appears that over three-quarters of depressed women have experienced one or both. But difficulties and misfortunes are common experiences: why do not most women become depressed?

A striking difference between middle and working-class women suggests one answer. Among working-class women, those with a young child at home were most likely to become depressed; but the comparable middle-class women are less likely. The difference cannot be explained by the greater risk of misfortunes in working-class life: even middle-class mothers who experience threatening events were still less often plunged into depression than working-class women. The crucial factor seems to be the intimacy of the relationship with their husbands: middle-class women were more likely to have a close and supportive marriage. (Not that they were necessarily protected by this from the strains of child-rearing: there is some evidence that they were only less likely to develop clearly definable depressive symptoms.)

So while threatening events and difficulties provoke depression, they do so only when a woman is already

vulnerable. Brown and Harris identify four factors which between them seem to account for the ability to withstand serious trouble: whether a woman has an intimate relationship, whether she has three or more children under 14 at home, whether she is employed, and whether she has lost her mother before she was 11 years old. So, for instance, only 2 per cent of women in Camberwell became depressed, irrespective of their circumstances, so long as they experienced no severe threat or difficulty. Only 10 per cent of those with an intimate relationship succumbed to such events. Among the unemployed women with three children and no intimate supportive relationship, they scarcely explore the reasons, every one became depressed if, but only if, they met with severe misfortune.

Depression, therefore, seems to be provoked by threatening events and difficulties in women already vulnerable by these circumstances. The severity of the illness and the prevalence of psychotic or neurotic symptoms seem to depend on the experience of earlier losses: neurotic patients, for instance, have suffered from early separations, where psychotic patients have been bereaved by death. The authors' final model thus takes account of agents which provoke depression, circumstances which make for vulnerability, and past experiences which influence severity and symptoms.

Finally, they interpret these findings to suggest that depression is an expression of hopelessness in response to events which overwhelm an already fragile self-confidence: an unresolved grief in the face of a disappointment generalized to pervasive despair. But if this is so, is it like grief also in some sense a necessary stage in the recovery of a sense of meaning and purpose? We know that grief must be worked through, and understand at least something about its stages. Most women also recover from depression: behind the apparent breakdown, are there here too hidden processes of psychological reconstruction? The authors seem to imply that depression resembles an unresolved grief. But though their study brilliantly analyses its causes, they scarcely explore its recovery through the course of a depressive illness. We would need, I think, to take account of that to develop their theoretical insight.

Their book is written to demonstrate an aetiological argument and justify their theoretical interpretation: perhaps for this reason, it is curiously inhibited from drawing out the social implications of its findings. Yet the evidence shows, unmistakably, that bad housing, lack of child care facilities, traditional divisions of sex roles, the insecurity and harassment of disintegrating inner city neighbourhoods largely cause depression. The rumoured hints by which the authors acknowledge this crucial conclusion is the only disappointment of their presentation.

Peter Marrs

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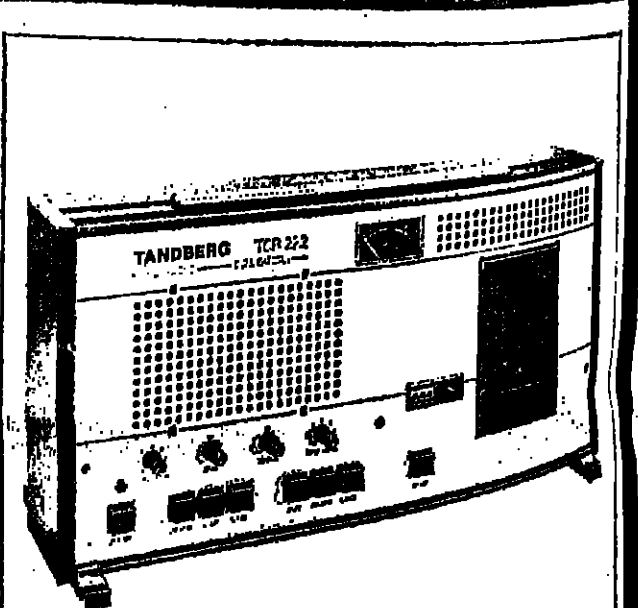
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The Quest for Therapy in Lower Zaire
by John M. Janzen with William Arkinstall, M.D.
University of California Press, £12.00
ISBN 0 520 03295 0

This rather obscure title of this remarkable book belies its wide import. At first sight it suggests a work of pure scholarship, necessarily restricted in both its geographic and symbolic location and little to teach either potential patients or physicians in the West. We are accustomed to thinking of medicine as a highly individualized and private affair, epitomized by the intimate encounter between a powerful doctor and a deferential patient in the clinical setting of the consulting room. Why then, have a few doctors had been making plans for years before they were able to gain access to their chosen part of Zaire. During this time they had ample opportunity to develop an analytic framework for understanding how different sources of treatment would be selected by different people in different parts of the tropical rain forest and began to immerse themselves in the scene,

The social and psychological setting of sickness

they were bold enough to break the bonds of their theoretical and methodological preconceptions. They soon became aware that there was an extensive network of kin and others, who were apparently always involved in decisions about sickness and so they resolved to concentrate upon this previously neglected dimension of the prevailing social processes. Moreover, they completely abandoned their former concern with what people thought about illness to concentrate instead on what they actually did. In a phrase which many sociologists could well take to heart, they humbly confessed: "We felt we really did not know what questions to ask."

The resulting detailed accounts of case histories, of the world of ngangas and of therapy managing groups, amply justify the investigators' openness and flexibility. We are given invaluable insights into the systems of knowledge and theory underlying the practice of different local healers in Zaire and into the complex considerations which would make a person's choice of what constitutes appropriate treatment. We are given a glimpse of the social and psychological setting of sickness, espe-

cially at a time when the bankruptcy of the purely biological or engineering approach to bodily functioning is becoming obvious. There is now a large literature on what has come to be called ethnomedicine. Medical anthropology is currently enjoying a considerable vogue in the new era of American imperialism, even if it has fallen on hard times in Britain. But this work occupies a special place of its own and well deserves the 1978 Wellcome Medal for research from the Royal Anthropological Institute.

In the first place it is unusual in making the result of close cooperation between an anthropologist and a doctor, thus allowing local diagnoses to be set alongside more conventional ones. Then there are the circumstances which shaped the form of the study. Professor Janzen and his physician colleague had been making plans for years before they were able to gain access to their chosen part of Zaire. During this time they had ample opportunity to develop an analytic framework for understanding how different sources of treatment would be selected by different people in different parts of the tropical rain forest and began to immerse themselves in the scene,

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Una Maclean

BOOKS

Basic polynomials

An Introduction to Orthogonal Polynomials
by Theodore S. Chihara
Gordon & Breach, £26.50
ISBN 0 677 04150 0

During the first third of this century work on orthogonal polynomials flourished and in 1939 Szegő's book was published. In this work the orthogonal property itself was taken as basic, and in view of their importance in applications, the well-known special classes of orthogonal polynomials were treated in detail.

Recently interest in orthogonal polynomials has been stimulated by their relevance in approximation theory and numerical analysis. A glance at the mathematical reviews also shows how much work has been done on numerous new classes of polynomials, many of them generalizations, in some sense, of the classical systems.

Chihara has written this text primarily to deal with basic general theory, including the development of necessary material from the problem of moments and continued fractions. To this he devotes the first four chapters which require as background knowledge only some linear algebra and a basic course in real analysis, including the Riemann-Stieltjes integral, but not any Lebesgue theory.

The theory is presented without interruption by discussion of specific classes of polynomials. However, the excellent exercises, an essential part of the text, serve not only to reinforce and extend the theory, but also, especially in chapter one, to introduce the basic orthogonality, recurrence and generating function properties of the classical systems. Recurrence relations are the starting point of much of the theory, the author rightly says that much can be developed from

them using elementary methods. Topics such as asymptotic behaviour, expansion theory and orthogonal polynomials in a complex variable are deliberately excluded from the text.

The moment problem is discussed in chapter two, while chapter three provides an interesting treatment of continued fractions and their close links with orthogonal polynomials. Chapter four is devoted to the study of orthogonal polynomials as determined by the behaviour of the coefficients in the three-term recurrence relation. A most useful set of notes on the first four chapters gives historical information, references and indications of areas where research is being carried out or is needed.

Chapters five and six are different in form from the earlier ones; no attempt is made to prove all results and more advanced analysis is freely used. Chapter five discusses the Jacobi, Hermite and Laguerre polynomials, emphasizing the common properties which can be used to characterize them. The Hahn and Meixner classes are also mentioned. Research problems and questions at present unanswered are noted. Chapter six is essentially a catalogue of some particular systems of orthogonal polynomials, including recent ones such as the Stieltjes integral, but not any Lebesgue theory.

The appendix gives a table of recurrence formulas covering all the types of polynomials in the text. The bibliography is extensive, with a useful set of references to some recent work.

Chihara has provided a most readable text, which is much enhanced by the exercises which are an integral part of it. Within its own clearly defined limitations it is an excellent introduction to the subject.

Kathleen Urwin

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Getting their just deserts

The Reward System in British and American Science
by Jerry Gaston
Wiley, £13.40
ISBN 0 471 29293 1

Dr Gaston is an unashamed disciple of Robert Merton. He therefore sees the unique characteristic of the scientific community as its adherence to the "scientific ethos" (with its four characteristic and interrelated norms of "organized scepticism", "disinterestedness", "communism" and "universalism"). The successful institutionalization of this ethos can account for not only the behaviour of scientists, but also the effective pursuit of certified, objective knowledge by the community as a whole, since the ethos is functionally suited to that pursuit. This approach can certainly illuminate aspects of scientific practice, but Mertonians have, to date, had difficulty in incorporating either "internal" cognitive and technical factors, or "external" relationships with wider society into their account of the social dynamics of science. Gaston's book, among other things, makes an attempt towards remedying these deficiencies.

Gaston asks whether the practice of the scientific community is "universalistic". Do scientists tend to receive recognition commensurate with the quality of their research alone—or do extraneous factors (such as institutional affiliation) distort the reward system? Gaston summarizes previous work, and adds new data of his own, arising from a study of 600 American and British physicists, chemists and biologists.

He suggests that "universalism" will vary according to a speciality (as assessed by its "codification"), and to the "social organization" of the national "reality" (characterized by its "centralization"), and he tests these hypotheses.

He concludes that scientific recognition is almost entirely related to quantity and quality of

research—although this "universalism" is somewhat more marked in Britain, and in more codified disciplines (for example, in physics). Finally, Gaston attacks some critics of the "scientific ethos", and reaffirms the potentialities of a Mertonian sociology of science.

Unfortunately, Gaston's enterprise is fraught with serious difficulties, of which I will mention two. First, no independent measure of quality of research is available. All such measures (in particular, citations) are themselves aspects of the "rewards": there is no satisfactory way of establishing whether a contribution deserves to be rewarded apart from observing whether the community so rewards it. No methodological and statistical sophistication can eliminate a haunting air of implicit circularity. Gaston tries hard, but once the more unsurprising correlations have been noted (for example, that scientists who publish more papers tend to be more rewarded), the discussion descends into statistical noise with a number of essentially ad hoc attempts to remove apparent inconsistencies.

Second, the concepts of codification and centralization, by which Gaston proposes to extend and develop the basic Mertonian scheme, are too crude. Gaston's attempt to facilitate predictions—using the data he has gathered—into laborious explanations of the "anomalies". But perhaps many of the problems he sees as offering scope for further research are merely products of this conceptual crudity, and his exploration more likely to expose their artificiality than to advance our understanding of the social processes of science.

Gaston writes with engaging good humour, and a disarming enthusiasm for Merton and all his works. A flood of eager comment surrounds his tables, disguising casual slips (such as the claim that in Britain "the school-leaving age is around 14 years"). But casualness, narrowness of vision and a lack of sustained argumentation seriously affect his discussion of Merton's critics: here, Gaston's refreshingly committed style carries him away.

David Edge

The answer is in the stars

Stellar Atmospheres (second edition)
by Dimitri Milohas
W. H. Freeman, £14.50
ISBN 0 7167 0359 5

A detailed knowledge of the theory of stellar atmospheres is essential to a quantitative understanding of the structure of such atmospheres and the spectra of the radiation emerging from real stellar atmospheres in both the line spectrum and the continuous spectrum. Although of fundamental importance and of great intrinsic interest, it might be imagined that this subject is something of a backwater by comparison with some of the new and exciting fields in astrophysics. On the contrary, a proper understanding of the transfer of radiation in stellar atmospheres, the complex of physical processes involved, and the most satisfactory way of handling transfer problems mathematically, is basic to some aspects of the problems presented in the more exotic areas. Accordingly, the subject, while remaining important in its own right for the quantitative analysis of stellar spectra, is also important as a fundamental area of astrophysical knowledge and as a basic training in techniques of solving transfer problems.

When the first edition of the book *Stellar Atmospheres* by Dimitri Milohas appeared in 1970, it added substantially to the limited range of available authoritative texts, pre-eminent among which were the classical treatises of Unsöld and Chandrasekhar. Of particular interest at that time was the almost general acceptance of the importance of effects arising from departures from local thermodynamic equilibrium (LTE) to which the earlier texts, mainly for historical

reasons, had not given much attention. During the intervening eight years since the appearance of the first edition some of the non-LTE issues have become clearer and new areas have opened up, notably in the study of moving atmospheres. The publication of the second edition is therefore particularly welcome, not only as a definitive account of the earlier work, and an authoritative assessment of current work, but also as an indicator of important areas for future developments in the subject.

In writing his second edition, Dr Milohas has placed severe constraints on himself. Clearly, his aim was to rewrite the book so that it would be substantially the same size as the first edition, yet contain the most important work carried out during the past eight years. He has achieved this magnificently by economizing on the older material, eliminating the blind alleys, retaining only the optimum methods, deliberately and skilfully practising economy of argument with some of the earlier material treated concisely from a slightly more advanced standpoint.

In so doing, he has added strength to his exposition by a careful interplay between the physics and mathematics of the subject, choosing those mathematical solutions that appear to be the most satisfactory and yet the easiest way of treating the problem. The author's didactic style is both lucid and penetrating, and he generates an heuristic impetus for the direction in which the subject is going. By the time the reader reaches the end of the book, with its two completely new chapters on moving atmospheres and on stellar winds, now with some revolutionary developments for the solution of transfer problems for moving atmospheres, the observer's frame and in the fluid frame, and the introduction of radiative hydrodynamics, into the theory of stellar winds.

It is clear from the expository posture of the author that the subject to him is a threshold in aspects. In the first place, the treatment of radiative transfer in stationary atmospheres is thought of as being the statics of stellar atmospheres. Second, the study of this kinematics of stellar atmospheres is a normal atmosphere on which is superimposed a velocity field in such a way that, given the character of that field, the method expounded enables the spectrum of the emergent radiation to be evaluated. Third, the physical mechanisms that generate the velocity field are thought of as the dynamics of stellar atmospheres. The first aspect is the classical one that is now fairly well understood; the second aspect would appear to be well in hand; but the third aspect is one of the challenges of the future.

The reader who has systematically mastered the concepts expounded by Milohas in his new book, *Stellar Atmospheres*, would be at the vanguard of the field. Strategically placed in the forefront of modern developments, he would wish to work towards what, as well as those who only wish to learn the foundations of the subject, will be greatly helped by the expert treatment that appears throughout the text, and they could find no better book in terms of level of exposition and authority.

Those who already have the first edition can still learn a lot from this edition, by comparison with the quality, depth, modernity and vision of the second edition, the first might well remain on the bookshelf as a time account of the state of the art about a decade ago, whereas the second edition should be at hand both as a *de-matrem* and a crystal ball.

D. W. N. Sullivan

BOOKS

The psychological dramatist

Friedrich Schiller: medicine, psychology and literature
by Kenneth Dewhurst and Nigel Reeves
Stanford Publications, £12.00
ISBN 0 9501528 3 8

Gaston's interest in science is accepted as an integral part of his life's work. But the seven years which his associate Friedrich Schiller spent as a student and practitioner of medicine are customarily glossed over by literary scholars. Kenneth Dewhurst and Nigel Reeves argue that Schiller's studies of medicine and psychology are actually of seminal importance for the subsequent literary, philosophical, and aesthetic works on which his fame rests.

The volume consists of four parts. The first, a "medical biography", describes in detail Schiller's youth and medical training, and conveys a vivid impression of life in Württemberg under the despotic Duke Karl Eugen, *reine* turned puritan, who personally supervised the education of the youths he conscripted into his model military academy. The second part discusses the eclectic and contradictory medical theories current in eighteenth-century Germany, theories through which Schiller tried to steer a middle course, and traces the emergence of psychology from the philosophy of the Enlightenment.

The core of the book is the third part. It contains an annotated edition, in English translation, of Schiller's medical and psychological writings, the chief of which are his three dissertations, *Philosophy of Physiology* of 1779, and *On the Difference between Inflammatory and Putrid Fevers* and the *Essay on the Connection between the Animal*

and *Spiritual Natures of Man* of 1780. Only the second of these is a medical treatise in the modern sense—a technical account of the genesis and treatment of fevers. The first is an earlier version of the third, successful dissertation which deals with the problem of body-soul relations and psychosomatic interaction. This essay, the most important of the three, already displays that concern with psychophysical harmony which is central to Schiller's later aesthetics, and that preoccupation with psychosomatic phenomena which is conspicuous in his early dramas. But the fourth part of the book is the most original and most controversial: it deals with the impact of medicine and psychology on Schiller's literary and philosophical works up to 1796, and contends that this influence is "arguably more important than his acquaintance with the thought of Kant".

The main difficulty here is one of terminology. As the authors acknowledge, neither "medicine" nor "psychology" meant then what these terms do today. Indeed, Schiller's medical curriculum encompassed philosophy, classics, English, and other arts subjects; his favourite teacher, the psychologist J. P. Abel, constantly drew examples from Shakespeare and other poets; psychology itself was still a branch of philosophy; and Schiller, a reluctant recruit to medicine, wrote two of his dissertations on topics remote from medicine proper, and submitted his second, orthodox treatise only as a safeguard against failure in the third. All this makes it at times difficult to assess just what it is that Schiller's literary works are being measured against—his medical studies in the narrower sense, his dissertations, his general education at the academy, or his entire

literary and intellectual development up to 1782. These categories are not always clearly distinguished. For when we are told, for example, that "the ideal of harmony that later informed the whole of Weimar classicism had roots in the psychophysical theories of Enlightenment medicine", we might reply that the chief precursors of this ideal, such as Shaftesbury, Garve and Mendelssohn, were not even by eighteenth-century standards, "medical" theorists. Such over-simplifications are not always avoided, and the vaguer but more comprehensive phrase "the intellectual world of [Schiller's] formative years" (page 347) expresses the book's chief concern more accurately.

Nevertheless, Dewhurst and Reeves make out a strong case for the influence of Schiller's psychological theories on his later aesthetics, and repeatedly show how his training in medicine helped him to conceive and motivate his dramatic characters. His main interest, as a dramatist, they argue, is in individual psychology; they thereby provide a welcome corrective to the overemphasis in recent years on his social and political aspects of his work. And their analysis of his debt to *Popularphilosophie* aptly counterbalances the traditional view of the mature Schiller as a disciple of Kant.

In short, Schiller is presented here in a novel and enlarged context, which takes in the medicine and psychology of his age. The volume contains the most complete edition of his medical and psychological writings to date, in accurate translations; it is scrupulously annotated, and the bibliography lists many hitherto unrecorded items.

Both as a challenge to Schiller criticism and as a contribution to interdisciplinary studies of the eighteenth century, it is an impressive achievement.

H. B. Nisbet

The critic as biographical detective

Hermann Hesse: life and art
by Joseph Millock
University of California Press,
ISBN 0 520 03351 5

Hesse scholarship has long been indebted to Joseph Millock. His *Hermann Hesse and his Critics* (1959) set a framework for much subsequent work on the novelist; and while last year's Hesse centenary was occasioning much trivia, ranging from instant books to commemorative medals, Millock offered a more lasting and useful tribute with *Hermann Hesse: biography and bibliography*. Now, with *Hermann Hesse: life and art*, he has written a critical biography far surpassing the previous ones by Böttger and Müller.

Millock's declared aim is that of "revealing Hesse the person and his world of ideas, characterizing his writings in both their substance and form, and drawing attention to the intimate relationship between 'life and art'". In most respects he succeeds, although it must be admitted that Hesse's difficult childhood, the vicissitudes of his various marriages, successive crises and new directions to his life, as

well as the changing fortunes of so often vexed relationship with his native Germany, are on the whole vividly captured.

It is chiefly in the area of Hesse's intellectual affiliations that the main, biographical part of Millock's study tends to fall short. Thus, while we are offered a photograph of Hesse and Mann standing together in the snows of Chaux-de-Fonds, we lack a detailed picture of Mann's significance within Hesse's creative life. Throughout, in fact, Hesse remains intellectually greater than the figure who confronts us in his literary correspondences.

Seeing most of Hesse's work as "confessional in form and therapeutic in function", Millock spends much time examining the "autobiographical core" of his fiction. (The poetry, by comparison, gets short shrift.) The quest is for "Hesse the person", rather than Hesse the writer, and the subtle "life and art" is too often simply interpreted to mean the translation of "life into art". Even when taken on its own generic terms, such a decoding approach, particularly as practised here, is beset with problems. Although we are assured that Hesse "never copied" his fiction, an uneven one, Hesse's difficult childhood, the vicissitudes of his various marriages, successive crises and new directions to his life, as

rather mechanical inventories of the "X" is based on "Y" kind, with scant regard for the complexity or the new function of those translations from life into literature. An underlying aversion to the method appears to be the dubious assumption that every character in Hesse's fiction must have a source, simply because many do. Hence one finds Millock assuming that a figure for whom no evidence model can be found simply awaits detection: "The models for Maria and Pablo have remained unknown", "who was the model or inspiration for . . . young Tito"? Or else one sees him resorting to unhelpfully speculative asides about possible parallels between fiction and biography: "It is not inconceivable that Klein's long-suppressed compulsive desire to kill both his family and himself had also plagued Hesse". Hesse may even have met H.H.'s unfriendly assistant on one of his occasional strolls up the Gartenstrasse. It is a strange view of art that allows so little room for invention; but then, Millock does use phrases like "fanciful camouflage" and "narrowly biographic" about Hesse's fiction, but without pursuing the full implications of such a view either for his method or his subject.

To say that Millock comes through as a better biographer than literary critic is not to understate the book's critical highlights: the perceptive analyses of *Siddhartha* and *Der Steppenwolf*, Millock's observations on Hesse's style, especially on his account of the language of *Das Glasperlenspiel*, his illuminating exploration of the four satellite biographies in this novel, and the sense of evolving relationships between works which his largely morphological approach achieves. But not infrequently the literary works are pressed too closely into the service of biography.

J. J. White

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BOOKS

Merry Greeks

Greek Homosexuality
by Sir Kenneth J. Dover
Duckworth, £15.00
ISBN 0 7156 111 9

Most writing on the "sexual life of the Greeks" up to now has been best described, and perhaps most often bought, as soft porn: very bad, and very soft. Hazy and imprecise in description; casual, even cavalier, in handling the evidence, it has been often bewilderingly distorted by prejudice and disguised moral judgment: "I know of no topic in classical studies", Sir Kenneth Dover remarks in the preface to his new book, "on which a scholar's normal ability to perceive differences and draw inferences is so easily impaired". It hardly needs to be said that Sir Kenneth's book is a very different matter. It is the work of a master discriminator, who looks squarely at the facts and calls spades spades (though there may be some question of what constitutes a spade: "buggery, see copulation, anal", says the index).

The methodology of the book is familiar from Sir Kenneth's earlier writings, and so are the qualities of mind and language which make this book no one else could have written. Forbidding and demanding exact in description and judgement alike, by turns robust and delicate in assessing the worth of evidence, the book abounds in such insistent as this characteristic quotation reveals:

"The question, 'Do you love me?' can indeed be asked in circumstances in which 'Are you sexually aroused by me?' would be as odd as it is still, but its significance, 'yes' according to whether it is put by the male to the female or by the female to the male."

First comes a clear and careful account of the available evidence and the problems of interpretation, followed by an extended analysis, amounting to almost half the book, of the issues raised by one of the major pieces of evidence, a law-court speech involving accusations of male homosexual prostitution. There is then a chapter which discusses homosexual graffiti, sexual fantasies, comic and philosophical projections of homosexuality, and the question of female homosexuality, including Sappho's and other "lesbian" poetry (though it is far from certain that in ancient Greek "lesbian" had its modern connotations, rather than general associations of "sexual initiative and shamelessness" and perhaps, more precisely, of fellatio). Finally, two subjects are examined: the

subtle converse that homosexuality was a specifically "Dorian" (that is, Spartan and Cretan) propensity (not proven, and in some ways unlikely) and the role of homosexuality in myth (surprisingly slight, until the late sixth century BC).

The general picture of Greek homosexuality that emerges is not one which will surprise those who already know Sir Kenneth's preparatory studies for this book, his articles on Plato's *Symposium* and on attitudes to sexual behaviour. Nevertheless it has its own pleasures, which should interest observers of the contemporary sexual scene: the contrast, for example, between the astonishing proliferation of four-letter words, hyperbole in Aristophanes's comedies and the coy refusal even to name homosexual practices in the Athenian law-courts of the next century; or, most strikingly, the parallels between homosexual double standards in classical Athens and heterosexual ones in our own culture. Parents, Sir Kenneth observes, "are apt to issue different commands (explicit or implicit) to their sons and to their daughters": for classical Athens, substitute 20-year-old and 14-year-old sons.

What is newest in the book is the use of the visual evidence of Greek vase-painting: Sir Kenneth lists and refers to more than 500, mostly Athenian vases, and illustrates almost 100. This evidence makes possible some interesting new observations: the relative rarity of scenes of homosexual buggery as compared with the numerous pictures of heterosexual intercourse; the extreme scarcity of reference to female homosexuality (the same silence is noticeable in Athenian comedy), and the tendency to produce not only extremely boyish women, but also male "p-ups" with remarkably small penises.

All interesting, but why, we might ask, a book on Greek homosexuality rather than sexuality in general? Sir Kenneth trails his coat in referring to homosexuality as "pseudo-sexual" behaviour, and would answer by pointing to the nature of the evidence: the fact that we know only by accident, of what most would find interesting and enjoyable in sex, and that male homosexuality offered more sense of competitive achievement and a more general reassurance and stimulation than heterosexual relationships in the context of an arranged marriage. Perhaps the only complaint we can legitimately make about Sir Kenneth's book is that its precision, welcome as it is, are too often clinical in their presentation, and that he makes it hard to read him always to remember that what we are reading about is something that gave pleasure and was fun. A case, maybe, of scholarship covering its tracks?

John Gould

Church and state in the early Christian era

Early Christianity and Society
by Robert M. Grant
Collins, £4.50
ISBN 0 00 211375 9

Professor Grant says that this book is for people whose interest in the life and thought of early Christianity is not strictly academic. Its emphasis is on practical Christianity.

It comprises seven studies on the Christian population of the Roman empire, its attitudes to the Roman emperors, taxation and exemption from public duties, the work and occupation of Christians, private property, the organization of the church, and the history of churches and their endowments. Although these studies show signs of having been separately written, they combine well as an impressionistic picture of how Christians fitted into and were conditioned by the Roman world.

Professor Grant's cool and judicious approach to the first four Christian centuries enables him to present a synthesis of two welcome

scholarly trends of recent decades: that of ancient historians to advance ever further into the Christian era and to take Christianity and Christian sources into their purview, and that of church historians to take fuller account of the secular background of their studies. On the clear and sensible essays, grounded in a wide knowledge of primary and secondary material.

And yet at a deeper level than the descriptive they fail to satisfy, mainly because they so seldom touch the critical issues. One does not feel that they are promised an exposure of the fashionable myths that have grown up over the years about the nature of the early church—myths that have been propagated for centuries by ecclesiastical historians of Christianity. But it does emerge who these historians are or what myths they propagated; nor are we told in what ways myths are being corrected.

Professor Grant's Christians for long remained few in number, and he gives the impression that their persecutions were restricted too. He may well be right. What is more doubtful is whether their attitude

to the Roman monarchy can properly be described as devotion until Eusebius or Caesarius began to exhort the Christian emperor. Nor can one be happy with the out-right description of the early church as a state within a state. Its courts and its councils hardly sufficed to make it so. It is easy to read back too far the implications of Neville Figgis's aphorism that "in the middle ages the church was not a state, it was the state". This aporia owed its truth to circumstances following Eusebius's theology of the Christian empire and his discovery of a correspondence between religion and politics; they stimulated a slow, cumulative exchange of pre-emptive whose decisive effect upon the church was reserved for the age of Pope Gregory VII and Gratian of Bologna.

Professor Grant writes interestingly of the common ownership of property by the church of Jerusalem in the Acts of the Apostles, and he indicates the background at Qumran and in Pythagorean communities. He also points the contrast with St Paul's views about property, as well as with the stark teaching

himself take that as a compliment).

Given the availability of translations in recent years (documentary as well as literary) some of the citations might seem unnecessarily to disrupt the easy run of the argument, and a few pages saved on them could profitably have been used on the narrative, in expanding it slightly but, more importantly, in extending it. Herodotus says that, militarily, the year 481 BC began in 550 or thereabouts; comparably, for democracy, the year 479 BC began in 594, and the briefest (un-Herodotean) sketch would help the innocent to realize it. But as for the third aim of the book, one can only marvel at the finesse and astuteness with which the discrepant ingredients are knitted into one coherent and into the narrative framework. The result, of course, is not easy going and Professor Davies sometimes makes it more difficult by offering a formal schema; for example, on pages 154 to 164, we find "Three patterns... first... all techniques... second... third... all went wrong... (firstly)... again... thirdly... two episodes... the first... the second... A second pattern...". It takes a cool head (and perhaps an abacus) to get back to pattern the first. But I should not like to be asked how to do it better.

So much for structure. As for the content, few will agree with everything Professor Davies writes (there could be a slightly different story of the origins and conduct of the Archidamian War (for example); but most will agree with his view that no one will complain that he has not been given a totally fair account. No axes are ground, no partis pris and no single tub is thumped. The pupil who believes every word may often surprise his teacher, but he should never offend him.

W. G. Forrest



A calf-bearer from the Acropolis, reproduced in John Boardman's *Greek Sculpture: the archaic period* (Thames & Hudson, £5.50 and £2.95).

Church and state in the early Christian era

of the fathers to take private property as the norm. The contrast is so striking as to demand an explanation. Perhaps that under-rated scholar W. L. Knox was correct to see in the primitive communism a somewhat premature experiment in combining the functions of religious movement and a social organization, which Paul had to follow up with his charitable collection for the saints made from the property of less perfect but more practical Gentile Christians.

The most convincing chapter is the last, with its examination of Constantine's toleration of Christianity and Theodosius's foundation of the orthodox Christian state. The benefits which the empire conferred upon the church are clear and familiar. Yet, again, it is the unposed questions to which one would like an answer: what was the impact of Christianity upon the empire and its society, and why did it do so little, for example, to mitigate its practice the effects of slavery or the harshness of penal law?

H. E. J. Cowdrey

Classics crisis

Democracy and Classical Greece
by J. K. Davies
Harvester Press and Fontana, £8.50 and £1.75
ISBN 0 85527 580 4 and 0 00 633347 8

Twenty-five years ago, Arnaldo Momigliano wrote that "all students of ancient history know in their heart that Greek history, passing through a crisis... is a different one. Then, with Greek and Latin waning in the schools, the optimist could plausibly, though not properly, be called complacent; now with Greek history for the Greeks, the pessimist could plausibly, though not properly, be charged with culpable neglect if he does nothing about it."

Professor Davies's new book attempts to meet the needs of this new audience. To put it crudely, he has tried to do three things: first, to bring the reader face to face with the ancient evidence both by a general survey at the start of each chapter and by extensive quotation elsewhere, thus making it possible to understand the issues and controversies that engage modern scholarship as scholarship itself sees them; second, to give a chronologically arranged sketch of the period 480-336 BC mainly, of course, Athenian; and third, to wander over a wider range of topics, political, military, administrative, social and economic, than any other historian of this period known to me has tried to do in such a small compass. Still more, he has even dared to blend all these into one continuous text and, miraculously, has almost succeeded in becoming an Herodotus rather than a Thucydides (though he might not

The modern Odysseus

Memories of Heinrich Schliemann
a documentary portrait drawn from his autobiographical writings, letters and excavation reports
by Leo Ducloux
Lutterworth, £10.00
ISBN 0 09 133700 3

Heinrich Schliemann's life (1822-1890) spanned the Victorian age and was one of most eventful and interesting. Born in Germany he made a fortune in Russia from 1846 onwards as an importer of Indian goods, was a banker in California during the gold rush, and gained American citizenship in 1869 as a step towards a divorce from his first wife. In his forties he turned from his successful business career to a life of learning and, after travelling round the world (1864-66), he settled at the Sorbonne. From 1868 he devoted himself to archaeological excavations in Greece and Turkey in the footsteps of Homer: search for the palace of Odysseus at Ithaca, finding in 1870, the royal shaft graves with burial at Mycenae which he identified as the Agamemnon and his companions returned from Troy; above all, Hissarlik (Troy) attempting over a period of more than 20 years to identify the city attacked by the Achaeans of Homer's *Iliad*.

Schliemann published his autobiography in several volumes. Additional sources for his life are his 18 diaries and a voluminous correspondence of some 900 surviving letters. Much of the material remains unpublished but Ducloux tells Schliemann tell his own story from published sources including his excavation reports. A kind commentary on the beginning of each of the 13 chronological sections of the book sets the stage for Schliemann's own words in a drawback of this approach is that Schliemann appears to have been a philosophical liar where the exact date of his own life was concerned. His first biographer, Emil Ludwig (1931), refers to his "tendency to exaggeration and a sort of megalomania"; but, writing at the request of Schliemann's widow, Ducloux was therefore under some restraint. The veil has now been lifted by W. M. Calder in his "Schliemann on Schliemann" in *Greek, Roman and Byzantine Studies* for 1972, which Ducloux has not taken into account. The episode of Schliemann's reception by Theodore Fillmore at the White House for instance seems to be entirely fictitious.

Nevertheless Schliemann was without doubt the outstanding figure in revealing the prehistory of Greece and Turkey. His discoveries and speculations set perspectives for Greek and Turkish history which, for better or worse, are still dominant. Much of Schliemann's archaeological work, especially his early Trojan investigations, is ludicrous; but not so much said by professional scholars of the time. Their allegations, however, are forgotten, while Schliemann's reports are still basic evidence, highly informative, full of accurate observation, and enjoyable to read. Schliemann could learn from others and acknowledge mistakes.

A definitive biography of Schliemann will have to take account of the unpublished material and of the problem raised by Calder, who dismisses the family archive, to which access to the family archive, to some ways, he manages to convey a warmer and more life-like picture of Schliemann the man than Ducloux does. Moreover, Ducloux fails to appreciate the magnitude of Schliemann's endeavours and achievements. His archaeological commentary is on the whole adequate, but there are a few departures from current archaeological ideas. The book, however, is clearly well-arranged and very readable with a good selection from Schliemann's writings, some in German, into English for the first time, and an imaginative range of illustrations. This is not a conventional biography, and the portrait of Schliemann is essentially a fair one.

Sinclair Hood

BOOKS

Something for everyone

Mixed Ability Grouping: theory and practice
by A. V. Kelly
Harper & Row, £4.95 and £2.25
ISBN 0 06 318069 3 and 318070 7

Mixed Ability Work in Comprehensive Schools
Department of Education and Science Discussion Paper 6
HMSO, £2.50
ISBN 0 11 270446 8

These two books should be read together. They might also be given separately, in Kelly's case "A fine ideal", the DES paper "The awful truth".

Mixed ability teaching spread rapidly in the mid-1970s until it became the favoured form of grouping in the lower part of many comprehensive schools. Kelly documents its history briefly in his first chapter, telling how the early work of investigators like Daniels (1961) and Jackson (1964) drew attention to some of the more unfair aspects of rigid streaming. Early grading of children by apparent ability, it was argued, was self-defeating, leading to poorer achievement by those labelled inferior.

Unfortunately this most exciting form of teaching, needing a wide repertoire of skills and ideas from the teacher if he is to respond sensitively to individual differences, was introduced at a time when secondary schools were in turmoil. In the wake of secondary reorganization there had been major new curriculum packages in almost every subject, an increase in size and complexity of most schools, the raising of the school leaving age, and increased incidence of disruptive behaviour in inner-city schools.

Logically the timing was right, coinciding as it did with the intention to give everyone a fair chance of academic success; in every other context the timing was hopelessly wrong, and lack of in-service opportunities meant that teachers struggled to implement it successfully.

Much of Kelly's book, therefore, is about the rudiments of teaching operations, how to handle groups, create resources, teach the less able, assess progress. There are a number of sound practical tips for teachers and much of what is written is unexceptionable and occasionally platitudinous.

What is lacking, however, is a genuinely critical appraisal of mixed ability teaching. Some of the "evidence" used to justify mixed ability teaching was dubious to say the least, but it is not properly discussed. Nor is any prominence given to studies showing the failure of some of the aspirations of its supporters, like Juliette Ford's study of an unstreamed school where friendship choices were not significantly different from those that would have been found in a streamed school. Indeed there is considerable confusion between mixed ability, informal teaching and creativity as if these must be synonymous on page 17, though by page 117 Kelly warns that divergent thinking must be worked for. There is not a whisper of Neville Bennett's Lancaster study in which formal teaching appeared to be associated with both creative work and greater accuracy. In view of the author's concern for the powerful effects of expectancy, it is a little surprising that he endorses repeated, uncreative testing of mixed ability classes to document friendship choices. These can fix in children's minds if they are asked to repeat their preferences, and further isolate the loners. The lack of critical appraisal, however, Kelly's book does contain some useful material.

There is no shortage of critical appraisal and mild finger-wagging in the HMI review, their sixth discussion paper in recent times. Sadly the HMI review itself was little more than a collection of what Kelly advocates is actually taking place. Instead of employing a range of teaching tactics, many teachers, it is said, use whole class teaching almost exclusively, and at a slow pace. Little is done to stimulate bright pupils and too many children suffer death by a thousand workbooks. Through a few teachers teach mixed ability classes skilfully, most, apparently, do not. One major disadvantage of the DES to stimulate discussion in

schools through papers written by teams of HMTs is the sheer anonymity of both producers and consumers. The result is thus sometimes almost the exact opposite of what is intended. There is nothing hard-edged in discussion, no names on the chapters, no data, no details of procedures. It is possible that only the views of high status members of the inspectorate come through, one cannot know. Yet DES papers have an authority about them, signalled both by the front page and by the extensive press coverage of their contents, especially when they are critical of current practice.

This is a pity. Most HMTs are of high calibre, experienced professionals who have worked hard at their task and should therefore be open to the judgment of their peers, not needing the shield of anonymity. Substantial work has been done in this country and elsewhere in areas such as classroom observation, curriculum evaluation and questioning methodology, all central to the work of investigative groups of HMTs. What is known in these areas should be applied and then published for open scrutiny. Otherwise we only learn that Anon (religious education) believes that the use of worksheets reduces open discussion, when some modest systematic study could have elucidated this further; that Anon (mathematics) thinks that teachers using individual work schemes should talk to the class as a whole in most lessons, though we are not told why; and that Anon (modern languages) regards the whole idea as fairly mad and thinks that classes should be setted anyway.

Mixed ability teaching is an earnest well-meaning attempt by teachers to secure the fairest possible deal for their pupils, and this is acknowledged in both these books. It may be too difficult a notion to sustain adequately in the present climate. When new criteria for grouping emerge in the 1980s, as they will, and pupils are taught in groups assembled by personality type, learning style, or social background, in the subject, a great deal of value will have been learnt by teachers who tried to cope with heterogeneous classes. In the mean while, however, they need help, and Kelly's book may offer them a little more than the DES paper.

F. C. Wragg

Towards the limits of knowledge

Kierkegaard as Educator
by Ronald J. Manheimer
University of California Press, £8.00
ISBN 0 520 03312 4

Although Kierkegaard is known to have commented on Rousseau's *Emile*, he was not concerned with education in any strictly pedagogic way. Yet, since he treated his own life as an "upbringing" and his work as a means of making men aware of the true possibilities of their being, "education", taken in a very broad sense, may be said to constitute one of his major preoccupations.

It is to this aspect of his thought that Ronald Manheimer's book is devoted. Appropriately, its first chapter examines Kierkegaard's developing attitude towards Socrates, who exerted such a powerful influence on his thought. Kierkegaard's very first work, his thesis on *The Concept of Irony*, was written "with constant reference to Socrates". Mr Manheimer rightly points out that its starting-point is not only the difficult Greek interpretations of Socrates (Plato, Xenophon and others) but also the view of Socrates given in Hegel's *History of Philosophy*.

Undoubtedly indebted to Hegel for concepts and terminology, Kierkegaard successfully produced his own account of Socratic irony; Kierkegaard's Socrates "hovers" over the reader as a "hovers" over a learner who is encouraged by tracing his own development to understand himself from all the "personal" restrictions of his historical situation. This is not a conventional biography, and the portrait of Kierkegaard is essentially a fair one.

more important than the acquisition of objective knowledge. In Kierkegaard's words, Socrates developed, the highest relationship which one human being can sustain to another" by offering him a glimpse of "an ultimate ideal... the 'Unknown'". By belonging to birth a proper understanding of "existence" in its ultimately negative aspects, Socrates reveals its limits.

In the *Philosophical Fragments* Kierkegaard goes on to compare Socrates with a greater teacher, Christ, thereby bringing the individual to the threshold of the religious life. In the *Works of Love*, Socrates is briefly presented as a "witness" who "smiles to himself" in the knowledge that he has let his irony gradually give way to the more serious but still uncommitted mood of humour.

The substantial second part of Mr Manheimer's book concentrates on Kierkegaard's *Either/Or* which is described as the "allegory of the educator". According to the paradoxical editor, Johannes Brønno, who claims to have found the manuscript in an old desk, the work was written by two authors who represent contrasting attitudes towards life—the "aesthetic", which is dominated by indulgence in personal enjoyment, and the "moral", which emphasizes the role of absolute choice as a means of attaining true selfhood. Mr Manheimer's analysis of *Either/Or* does not claim to be complete, for he concentrates mainly on the "educative" aspects of these two opposing ways of life. The only essay given detailed consideration is the curious one on the "Ancient motif as reflected in the modern", which deals with the character of the classical Antigone and what she might become in a

modern setting as the expression of a "tragic sorrow" epitomizing the "perfect limit" or infinite possibility of a self-indulgent mood which ignores the importance of moral choice. This section ends with a useful discussion of the "stages" or "spheres" of existence: a helpful distinction is made between the historical and spatial implications of the two expressions which indicate the causal features of a human existence involved in both the finite and the infinite.

The final section of the book discusses the difficult question of communication, and, more specifically, Kierkegaard's attitude towards language as a means of moving from the known to the unknown, from the finite to the infinite. Mr Manheimer has some revealing remarks on Kierkegaard's attempt to pass from human language to the divine Word by means of transferred or metaphorical language. His insistence on the idea of "sufficing" ("upbuilding") language is related to Heidegger's use of the idea of "building" in connection with philosophical language. Metaphorical speech is invoked when the individual reaches the limit of the known and engages in a paradoxical process of "becoming" which can never be finished since truth "consists of nothing else but the self-activity of personal appropriation."

This is a thoughtful and often illuminating discussion of the subject and has the added merit that it always found in books about Kierkegaard) of being based on the Danish text. Even though it is occasionally abstract language may make it difficult for the general reader, it will certainly be very useful to all students of Kierkegaard's work.

Ronald Grimsley

NEW BOOKS

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John Pratt, Tony Travers and Tyrrell Burgess

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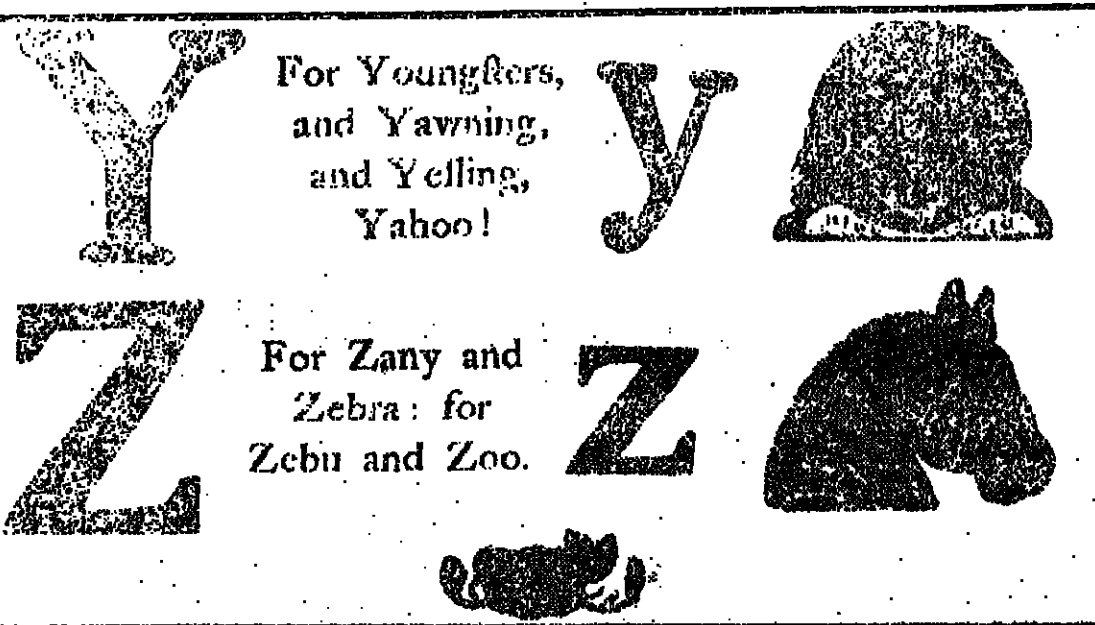
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This is a thoughtful and often illuminating discussion of the subject and has the added merit that it always found in books about Kierkegaard) of being based on the Danish text. Even though it is occasionally abstract language may make it difficult for the general reader, it will certainly be very useful to all students of Kierkegaard's work.

Ronald Grimsley

BOOKS



For Youngsters,
and Yawning,
and Yelling,
Yahoo!

For Zany and
Zebra: for
Zebu and Zoo.

The letters Y and Z from an alphabet for Victorian children "imagined and adorned" by Joseph Crawhall. The book, *Old Aunt Eliza's ABC*, first published in 1884, is now reprinted by the Scarth Press at £1.95.

The school bill of fare

Curriculum Change in the Nineteenth and Twentieth Centuries by Peter Gordon and Denis Lawton. Routledge & Kegan Paul, £12.50 and £5.75. ISBN 0 340 21374 4 and 21375 2.

The Common Curriculum: its structure and style in the comprehensive school by Maurice Holt. Routledge & Kegan Paul, £5.50. ISBN 0 7100 8895 7.

The Politics of Curriculum Change by Tony Becher and Stuart Maclure. Hutchinson, £2.95. ISBN 0 09 132741 5.

The study of the curriculum, in now established as a major and fashionable branch of education and the flow of books on it seems endless. Any recent discussion must inevitably locate itself in the Great Debate initiated by the Prime Minister in October 1976, in his Ruskin College speech.

This heralded a major change of policy by the government towards the content of education, bringing it into the public arena and signalling the inception of more active guidance from the central government, with the clear message that reorganisation of the curriculum was urgently required, that some of the curricular innovations of the 1960s and early 1970s were misguided and that the content of education was too important to be left to the teachers, especially in the guise of the Schools Council. The Great Debate is therefore about the control and content of education and the three

books reviewed here go some way towards helping us to understand the mechanics and issues of the debate.

The book by Peter Gordon and Denis Lawton puts it in an historical context. It is an unusual documentary history of the curriculum, full of extracts from reports, fasciculus of school rules, and evocative photographs of severe spinsterish teachers and attentive regimented children. All of these items form part of a clear and logical analysis (typical of Lawton's writing). The book has chapters on official reports and committees concerned with the curriculum, the influence of examination boards and pressure groups and the impact of changing methods and theories on the curriculum. A chapter on examples of changes in six selected subjects I found disappointing. Their histories, summarised in 50 pages, are grossly superficial especially in the case of social studies (my own special field) and probably in the other five case studies. However, I enjoyed the book and it should be useful to everyone studying education.

In curriculum development, little attention has been paid to the shape of the whole curriculum; most innovations are associated with separate subjects. Therefore the question—how can all pupils be given a balanced view of our culture?—has become central to many of the new debates on the curriculum.

Maurice Holt, the first head of Sherborne School, a Dorsetshire comprehensive opened in 1963, is well placed to offer some answers. He displays a sound knowledge of theoretical work on comprehensives

and the curriculum combined with practical experience of the operation of a common curriculum which he (and others such as Lawton) sees as the only way forward towards equity and social justice within schools and within our culture. He argues strongly that the encouragement of choice and differentiation in the comprehensive curriculum leads to the old secondary modern/grammar style divisions in knowledge and expectations.

His discussion of all aspects of the life of a school—pastoral care, decision making, departmental organization and so on and his own chapter in a good summary of the last 15 years of curriculum and secondary schooling. Overall, this is a wise book. It integrates philosophy and curriculum theory with a shrewd account of the problems and practice of schools and, as such, it is worth a dozen books emanating from schools of education written by people who last worked in schools many years ago.

The book by Tony Becher and Stuart Maclure is an analysis of the main political influences on the curriculum and how the schools interact with them. It has sections on the HMI, the Schools Council and other official bodies and several chapters on styles of curriculum development and evaluation which are all neatly intertwined to give us a useful handbook on the subject and holds the curriculum in change. The tone of the book is very much post-1976 and the authors appear sympathetic with the move towards firmer public controls on the curriculum by the Inspectorate and school managers and governors. When this leads to confrontation, as they admit it must, local advisers would act in "trouble-shooting capacity" (page 174). But many teachers believe that some advisers could not hit a standing target at 10 yards. I think there may be more problems than Becher and Maclure would care to admit.

A shortcoming, which this book shares with the other two reviewed here, is the lack of an economic perspective. Gordon and Lawton and Becher and Maclure all place the curriculum in a social and political context, recognizing that influences on the curriculum are many and complex but just as Gordon and Lawton could have included a more thorough historical treatment of the demands of industry on the curriculum, Becher and Maclure could have considered the relation between the economy and the curriculum today. In a climate of serious economic problems in Britain, employers and politicians have been vigorously attacking the schools in the last two years. Surely there must be some connexion. And what do Becher and Maclure think of the assertion, voiced by many, that the reorganisation of the curriculum is the "back to basics" movement given the green light by Mr Callaghan's speech in 1976 as a political attempt to shift the blame for our economic ills onto the schools? These are vital issues which cannot be discussed here but should have featured in these books.

The intellectual, according to Mazrui, is "a person who has a capacity to be fascinated by ideas, and has acquired the skill to handle some of these ideas effectively". He describes a debate between himself and a leading Ugandan civil servant in which the latter accused him of "showing mental gymnastics" and asserted that the

African students

Political Values and the Educated Class in Africa by Ali A. Mazrui. Heinemann Educational, £8.50 and £4.90. ISBN 0 435 96522 0 and 96523 9.

Education and Power in Nigeria: a study of university students by Paul Beckett and James O'Connell. Hodder & Stoughton, £6.00. ISBN 0 340 21028 1.

Universities in Africa as in the West have a dual image and role. They are the ivory towers of the philosophers, that small elite whose function it is to question continually our most basic concepts and beliefs. They are too the glorified high schools, turning out the skilled manpower demanded by the modern state, the technicians of our society. These two books graphically reflect this ambiguity.

All Mazrui is one of Africa's few intellectuals. For many years professor of political science at Makerere University, Uganda, he now teaches in exile at the University of Michigan.

He traces the development of the African intelligentsia and of its cultural dependency upon the West. First, both in the historical growth of this intelligentsia and subsequently in the life of each individual member, comes the mission indoctrination of the Christian heritage. Later, at the university level, is the exposure to European liberalism—a liberalism which was seized upon by the early nationalists to argue for their own political independence. But this proselytization by the West produced its reactions. Some, like President Senghor of Senegal in his philosophy of *négritude*, tried to incorporate African values into a Western mode of thought. Others tried to chastise the West with its own weapons, espousing an equally alien belief system—Marxism. But Mazrui seems to have little sympathy with either of these courses.

Professor Mazrui is here reminding us on his own intellectual development. He mentions differences in the experience of these states subject to French and Belgian colonial rule; the Belgians did a better job at training low-grade technicians but produced no university graduates. But his emphasis is upon the impact of the village mission school, of the leading secondary schools run as caricatures of the Victorian public school, of the liberal university atmosphere. He tells us little about Arabic scholarship in Africa nor does he chronicle the acceptance of Marxist ideas now prominent in so many states.

Mazrui seems ashamed of his cultural dependency; the African must establish his own identity and values. But how? He has few solutions. University curricula should have more courses set in African contexts; they should shed the established conventions of British universities—why should a self-taught scholar of a vernacular language be deprived of a teaching post because he lacks the appropriate university degree? Yet these panaceas do not seem to add up to much. Mazrui is clearly wrapped in his own dependency. He makes no attempt to define precisely this concept, none to analyse the thought of any single intellectual (save of course himself). He ignores debates on such issues as "the existence of an African sociology".

The intellectual, according to Mazrui, is "a person who has a capacity to be fascinated by ideas, and has acquired the skill to handle some of these ideas effectively". He describes a debate between himself and a leading Ugandan civil servant in which the latter accused him of "showing mental gymnastics" and asserted that the

intellectual had a moral duty to serve society and influence change for the better. Mazrui denies this obligation though admits that many of the early African intellectuals were leaders of nationalist movements. However he sees the contemporary academic intellectual as more detached from such concerns as aspiring members of a multinational community of scholars sharing common values—and hence no longer dependent.

The present rulers of many African states are anti-intellectual. Yet it is men such as Idi Amin and Mobutu Sese Seko who are achieving the cultural revolution in making African beliefs and traits respectable to their own people. Idi Amin enforces indigenous marriage customs and formulates public policies on the basis of dreams. These intellectuals who remain in their own countries may help the emergence of a "creative eclecticism" of new ideas. The luckier remainder will, like Mazrui, become the "Black Pilgrim Fathers of the 1980s"—the New Bantu Migration.

Mazrui writes well and imaginatively: "the monotonous chanting of slogans at public rallies is to a cultural tradition which includes the monomony of the drumbeat." Could such imagery be the book race of a mountain stream. But it is too long—these chapters are a series of addresses and lectures given over the years and now rather casually juxtaposed.

If Mazrui's book is inspired journalism, that of Beckett and O'Connell is pedantic scholarship. Here is yet another report of a student survey of the political situation in Nigeria. The book is a tedious, unoriginal, and uninteresting study of the university students of the 1930s.

The findings confirm our existing knowledge. A high proportion of the students came from humble rural homes through an increasing proportion came from well-to-do families, heralding the beginning of a hardening of a social class system. Class imbalances are exacerbated by those of regional areas of the country come to dominate the administrative system and to control the university. The university is creating a social class system in its midst. The students feel a concern for the problems of rural communities but accept policies which do not manifest any concern for the lower social workers and the urban poor that remotely matched their attachment of sentiment for the farmers. Basically the students are conservative, happy to maintain the post-colonial status of the educated and the position of the educated. The authors are prepared to forgive them for this—an educated elite is necessary in the new and radical alternatives in political and social reform are hardly discernible in contemporary Nigeria. They themselves do seem depressed by growing inequalities and the potential for tension.

It is not only in Africa that the majority of students, for most of the time, are thinking about their own careers. Yet in protest—some times over issues of multiple choice. Questionnaire studies tell attitudes such as this political significance of the marches, political invasions of campuses, university closures. In these fragile contexts, other groups could possibly bring down a government, forcing entry into power of returning students—the absence of a senior intellectual involvement.

The second branch ("popular reforms") shares with the first a rejection of the research-orientated multiversity, but is different in that it embraces politically aware students, disenchanted of traditional campus life by reducing or abolishing entry requirements, allowing for student preference in both choice of course and style of learning, and as a consequence dramatically redefining student relationships with teachers. "Contract-based, individualized learning" became the norm, and in the language of the student protest movement "students gained control over the decisions which affect their lives". Born of the frustration over the alleged failure of the Civil Rights movement and of the refusal to bring the Vietnam war to an end (by whatever means and for whatever motive) these essentially student-led reforms in contrast to the largely faculty-initiated reforms used the facilities and the freedoms of the university campus to further political causes. The object was to change society, not to study it. New College, Sarasota in Florida, the cluster colleges of Santa Cruz and the two New Jersey colleges, Ramapo and Richard Stockton are the exemplars used for detailed study.

But the differences within the two main branches are often as great as those between them, and the first branch—"reforms"—relates to a range of movements, from the St. John's Great Books programme of the 1930s ("neo-classical") to Kresge College at Santa Cruz ("communal-expressive") and the College for Human Services in New York ("activist-centres of learning": Britain, France, Germany, United States by Joseph Ben-David. McGraw Hill, £10.15. ISBN 0 07 010133 7.

Like so many before it, this study wrestles with the inherent contradictions of the idea of mass higher education. Professor Ben-David has tried to escape from the suggestion that we are experiencing an abrupt crisis by looking at the historical development of higher learning in the hope of finding an evolutionary and less alarming interpretation of modern problems.

Such optimism: as emerges from this study lies in the hope that the United States will continue to be able to prevent the rise of general education from being overrun by the tide of utilitarian credentialism. Part of the reason for the upheavals in France and Germany comes from the more professional orientation of higher education in those countries. The days of a reasonably close system and opportunities for appropriate employment are over. But the educational quality there is a clear advantage over the more vocational conditioning remains and there is made overqualification a more disturbing and destructive phenomenon than in Britain and North America.

This is the educational dimension of a more general difference between the Anglo-Saxon and the continental European cultural tradition. Ben-David explains how the French system has produced on the one hand a privileged mandarin class which runs the country and on the other an intellectual class which challenges the privileges of the mandarin and for which criticism of government and society is almost a matter of course. By comparison England has produced a more homogeneous and unified professional class; there are mandarins but the latter tend to share the responsibility to professional values and "cannot afford to just brilliant intellects or critics, they can be in France". There is a sharp contrast between Britain

BOOKS

They came to change society not to study it

The Perpetual Dream: reform and experiment in the American college by Gerald Grant and David Riesman. University of Chicago Press, £10.50. ISBN 0 226 30605 4.

American Higher Education 1945-1970: a personal report by Nathan M. Pusey. Harvard University Press, £7.00. ISBN 0 674 02425 7.

In the last thirty years American higher education has been subject to remarkable, even revolutionary, change, both quantitatively—in 1940, 14 million students, 110,000 teaching staff and \$600m expenditure; in 1970, 8 million students, 500,000 staff, and \$2.4 billion expenditure—and qualitatively in respect of student admission and curricular change, each reflecting varied and changing answers to the question, "what is a university for?"

In chronicling the "reform and experiment" of these years the authors of *The Perpetual Dream* concentrate their attention on the radical end of the continuum of change, and develop "a typology of reform movements" which has two major branches, each exemplified by three sub-categorical case studies or "natural histories".

The first branch—"reforms"—covers a range of movements, from the St. John's Great Books programme of the 1930s ("neo-classical") to Kresge College at Santa Cruz ("communal-expressive") and the College for Human Services in New York ("activist-

radical"), which have in common a wish to re-examine the purposes and methods of undergraduate education.

Whichever the defects of their typology, the strength of the book lies in its summary chapters, two: "Toltec Reforms", six: "Popular Reforms", and ten: "A Modest Proposal", which together make a more than modest contribution to perennial debate. But the case study chapters are inflated, and could well have omitted much of the tape-recorded, verbatim matter of the reformers they interviewed, but also a good deal of the journalistic background of the 1950s and 1960s, though not in slippers and a red dinner jacket... a dour Gary Cooper

But the differences within the two main branches are often as great as those between them, and

Comparing elites

Centres of Learning: Britain, France, Germany, United States by Joseph Ben-David. McGraw Hill, £10.15. ISBN 0 07 010133 7.

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and Germany where intellectuals consider themselves a different breed from educated men and women in other kinds of employment.

A further dimension which might help to illuminate this comparison is the pace of adaptation to advanced industrialization and the effect which this had on patterns of higher education. The English had time to adjust themselves gradually and, as the author notes, America could escape to the frontier. But in continental Europe, and in Germany in particular, it was a claustrophobic headlong rush and it drove those in German universities to take refuge in a high degree of intellectual quality and a preoccupation with theory which is to this day generally too much for their English or American colleagues. In this book, though, the historical accounts of educational development in the individual countries have little that is new to contribute, their juxtaposition gives some interesting insights into cultural differences of this kind.

The historical account is followed by chapters on politics and social criticism and on social justice and equality. In these the author is more at home, and style and content fit together more naturally. There is a wealth of sagacious comment on such things as the psychology of radical movements and the ways in which activism can undermine respect for intellectually honest debate. On educational quality there is a clear account of the process whereby the idea of social justice has moved away from individual citizenship in the direction of equal representation of groups, defined for political purposes by class, ethnicity or sex. Ben-David goes on to trace the adoption of nationalistic criteria in higher learning, particularly in international organizations like UNESCO, finding that the international platform has been a marketplace for intellectual legitimization of claims of intellectual standing based on political representation. He is speaking up against the empty symbolism which has so often been used to disguise debasement of education, and sticking up for universalistic standards.

The difficulty is that this stance perpetuates problems of selectiveness and status envy. But it is surely better to face up to uncomfortable home truths as the author does than to take the more common course of sweeping them under the carpet.

Arthur Hearden

Crusaders in the country

Education in Rural England 1800-1914 by Pamela Horn. Gill & Macmillan, £15.00. ISBN 0 271 0867 8.

While painting a depressing picture of what the small village schools were like before 1914, Pamela Horn conveys a feeling of regret for their passing. This mixture of realism and nostalgia reflects one of the dilemmas affecting interpretations in the history of popular schooling.

Thus also she recognizes on the one hand that rural schools were probably as much the victims as the beneficiaries of the "improvements" in elementary education from the elementary schools themselves. The strength of this account lies in the accumulation of details and quotations taken from an impressively wide range of sources: the records of officialdom, of course, but also commentaries in contemporary journals, and many local and institutional records, including not only school log books, but also a new source for details of classroom practice, the diaries of school teachers. These materials are supplemented by a judicious use

of statistics, and a real effort is made to give a more direct sense of a now gone way of life from photographs, literary anecdotes, and personal reminiscences.

The result is an informative and grimly fascinating portrayal of the ordeals and predicaments of Victorian teachers: the indignities of pupil teachers, the spartan regime of the training college, the anxieties and terrible grind of the daily round, as teachers battled with inspectors, pupils, parents, and school managers. There is no romanticism either about the account of the out-of-school life of this sub-professional group, recruited mainly from the elementary schools themselves. They are shown to have had difficulties in maintaining an image of moral rectitude, and much is also made of their uncertain role and status in rural communities. It was only towards the end of the century that they began to take the respected figures we now think them, and achieving some independence by means of union organization.

David Reader

THE BRITANNIA BRIDGE

The Generation and Diffusion of Technological Knowledge

Nathan Rosenberg and Walter G. Vincenti

The authors—one an economic historian, the other an engineer—reconstruct the problem-solving process involved in the building of the Britannia Bridge over the Menai Straits in northwest Wales.

This bridge was significant for political and economic reasons—its construction completed the London-to-Dublin rail connection. But the structure, designed by Robert Stephenson and William Fairbairn, was also of considerable importance as a technological feat. An unprecedented tubular bridge, large enough to allow a train to pass through, and constructed of the relatively new riveted wrought-iron plate, it marked the first encounter of engineers with thin-walled structures that are subject to buckling. Its design thus required the made-to-order generation of knowledge that did not previously exist—knowledge that was to prove in the long run more significant than the bridge itself. 0 262 18087 1 published October £8.75

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Tony Becher and Stuart Maclure

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HUTCHINSON

BOOKS

Don status

Comparative Perspectives on the Academic Profession
edited by Philip G. Altbach
Princeton, £12.50
ISBN 0 691 04071 8

Most of the material in this volume is not new, having already appeared in the May and August 1977 numbers of *Higher Education* and it has the imbalance one has come to expect of special numbers or volumes based on conference proceedings.

Still, it was certainly a bright idea, a decade after 1968, to produce a comparative survey of how far, although key issues do get lost on the way. It is understandable that there is a great deal about the practical issues of salaries and conditions of service and the volume is particularly useful when it is exploring the issue of unionization.

An irreverence that would have been hard to find anywhere even 15 years ago is betrayed in the chapter headings: "The Robbed Baron", "Professors and the State", "The Gentleman and the Player", although some of the authors still seem ill at ease in a world where academic dignity is challenged. At the same time, there is little tendency to fall back into that comforting religious imagery that still pervades so much British writing about the teaching profession at all academic levels. Gareth Williams quotes from Harold Perkin:

The academic has had thrust upon him the mantle of the Old Testament prophet: he has a higher duty than blind obedience to secular authority and must speak the truth as he sees it whether or not it is comfortable or acceptable to the powers that pay.

The contributions from North America, Italy, Japan, Australia, India and Latin America demonstrate how remarkably such religiosity has suddenly faded throughout the world. Judging from these writers, the view now taken by university teachers of their own role is far more sober and realistic than used to be the case in the senate debates of 10 years ago.

Individual preoccupations in a collection of this kind do have their value—we are given, for example, a sensitive study of the difficulties of university staff in India, a group more misunderstood and unjustly despised in this country than modern academic coolness should allow. There is also an interesting reminder, in a paper on Latin American academics, that the concept of part-time university staff has a much longer pedigree than our present preoccupation with university-based research would want us to suppose.

R. E. Bell

School bullies

Aggression in the Schools: bullies and whipping boys
by Dan Olweus
Wiley, £10.50
ISBN 0 470 99361 8

This book, based on five separate but related research studies involving 1,000 boys in Sweden aged 12 to 16, is about aggression at school, a problem which Olweus analyses in terms of bullies and whipping boys.

He defines a bully as a boy who fairly often oppresses or harasses somebody else; the targets may be boys or girls, the harassment physical or mental. He defines a whipping boy as one who for a fairly long time has been exposed to aggression from others; that is, boys or possibly girls from his own class or maybe from other classes often pick fights and are rough with him or tease and ridicule him.

Using the judgment of individual teachers as to the identity of the bullies and whipping boys in their classes, checked against the views of another teacher at the same time, against the views of the two teachers one year later and against the ratings of a group of the pupils of their peers on a number of variables considered to have a close connexion with whipping boy/bully relations, he concludes that about 5 per cent of the boys in the classes he studied could be regarded as bullies and another 5 per cent as whipping boys.

In his analysis Olweus places most emphasis on the individual characteristics of the pupils. External characteristics such as height, obesity, speech and social class he found to be unrelated to the problem, but psychological characteristics were systematically related to it.

To collect the psychological data he used peer ratings and self-reports covering aggression, violence, anxiety, identification, self-esteem and contact with parents. Each of the boys, and then their mothers, had to decide how well each of the 57 statements described their behaviour. In separate investigations, group responses to the statements were analysed factorially and attitudes to violence and aggression examined. From this data, clear and concordant statistical pictures of the bully, the whipping-boy, the well-adjusted boy and the control group boy emerge.

As an example, the behaviour of the bully is interpreted, not as a defensive reaction against some adverse aspect of school, home or

peer-group life, but rather as action which is mainly self-initiated: bullies tend to behave aggressively without provocation and to have weak controls against aggressive tendencies. They do not feel anxious, are confident and tough, and have on the whole, a positive attitude towards themselves.

He collected other data in an attempt to identify factors in the school setting associated with aggression. Organizational considerations such as size of class, size of school and numbers of boys in the class he found to be unrelated to the incidence of the problem. He also looks at the organizational climate of the schools, though it is not altogether clear what he means by this concept. This is unfortunate in view of the emphasis which he gives to the notion of situational pressures in his later recommendations.

In his final chapter, the author moves on to the question of what can be done about the problem of aggression in schools. He identifies two goals: to prevent repeated physical and mental maltreatment, and to achieve better peer relationships in the schools. Though his own emphasis on personality considerations makes one doubtful about outcomes, he makes a number of suggestions about what school authorities, teachers, parents and pupils might do to achieve these goals. Olweus points out that traditional treatment methods such as psychoanalysis and group therapy, clinical treatment and modern social work methods involving case work and counselling have been found of little use in dealing with antisocial behaviour, and that his own findings are consistent with this perspective of successful traditional group and individual therapy. Feelings that his present behaviour is in some way unchangeable and the motivation for change.

More promising, he suggests, are the conclusions of various studies involving "milieu therapy" in an environment. The essential feature of this therapy is increased social control, preferably exerted by adults and peers; in a friendly, determined and consistent manner.

He recommends that the school authorities should state categorically that physical and mental abuse will not be tolerated, and that these aggressors should be backed up by active intervention (stopping short of physical punishment) by teachers, parents and classmates. Once a group feeling against mobbing is created, he envisages that pupils might elect calm, strong, older boys who would intervene in any harassment that occurred during break times.

Olweus emphasises the importance of close, trusting relationships between teachers and parents, and of the allocation of sufficient time to teachers to enable them to establish such relationships. He also emphasizes the need for adults to involve themselves more actively in the lives of young people.

Within the schools, he thinks teachers should consistently praise aggressive children when they behave well, encourage and support the whipping boys in their classes. Olweus suggests that teachers might seek the help of trained leaders, such as the assistant of personnel from a child guidance clinic. The findings and recommendations of this book are likely to be incorporated into the perennial educational debate on discipline and the social issue of the maintenance of law and order. It is unfortunate that the recommendations are not more closely related to the empirical data. Had the researchers encouraged the pupils, teachers and parents to observe their perceptions of their schools as well as of individual personalities the complexities of school relationships and some of the many questions that come to mind in connection with the recommendations would have been made explicit. How, for example, is the climate of a school changed and by what process are the many "musts" and "shoulds" to be implemented? Nevertheless, the book does contain some interesting basic data about the problem of aggression among boys at school.

Douglas Finlayson

Asian enthusiasm

Appetite for Education in Contemporary Asia
edited by Kenneth Orr
Australian National University, AS6.00
ISBN 0 909150 52 4

Education, Employment and Migration in Papua New Guinea
by J. D. Conroy
Australian National University, AS6.00
ISBN 0 909150 18 4

Education and Nation-Building in Plural Societies: the West Malay-Asian experience
by Chan Hon-Chan
Australian National University, AS6.00
ISBN 0 909150 32 X

The Development Studies Centre of the Australian National University was established seven years ago to help foster and coordinate development studies within the university and with other institutions. By the end of 1977 it had published 10 monographs and eight occasional papers on numerous aspects of development in Asian Third World countries. The series monographs represented here are those in the series devoted to aspects of educational development and, though published at different times, they form a natural trilogy which provides an excellent introduction to education in Asia generally.

Appetite for Education in Contemporary Asia should be read first, as it gives a most useful overview of education in India, Sri Lanka, Thailand, Malaysia, Indonesia and China, with a further chapter on Chinese education in the different countries of south-east Asia where the Chinese settled. There is very considerable variety in the educational experiences discussed, but even more striking is the remarkable frequency with which the same basic educational problems seem to be encountered throughout the region. Undoubtedly, the salient feature of the book is the way it highlights the insatiable appetite which has been generated everywhere in Asia for the expansion of education. Kenneth Orr describes this vividly in his introduction:

Education is not, as planners are hopefully inclined to assume, a basic human need, capable of being met and satisfied. It is an appetite which grows by what it feeds on. As the population in Asia today grows in a monstrous way prepared to gulp down 30, 40, 50 per cent of the expenditure of governments which can ill-afford it.

The popular demand is all too often for a Westernized education of the literary or grammar-school type, which is ill-fitted to the needs of economic development in the country concerned. Yet, in the eyes of its public, such an education seems to offer the chance for its children of upward social mobility, and this is the crucial and decisive factor. All too often, as the system then develops, a widening gap begins to grow between the one, 'learned', swelling numbers of semi-educated, unskilled and unemployed school-leavers which the economy cannot absorb and on the other, the desperate shortage of middle-range, technical and vocationally skilled manpower needed for economic development. Having encouraged such educational demands after independence, politicians in many Asian countries now seem power-

less to control a situation which is increasing danger of getting out of hand.

The great exception to all this, Philip Jones claims in his chapter, is China. This country's decision on decentralizing educational decision-making, yet is at the same time capable of implementing necessary reforms to prevent education becoming out of step with economic needs. As Orr comments: China, indeed, poses a number of challenges to our assumptions about the nature of the educational process in a developing society. Some of these deserve to be pondered.

By contrast to the overview, *Education and Nation-Building in Plural Societies*, the West Malay-Asian experience is a detailed case-study of educational development in an Asian country. It forms a natural companion to the first volume, it is extremely well-written and clearly illustrates the difficult educational problems so many Asian countries face on independence from colonial rule. Pre-eminent was the problem of creating one nation from diverse ethnic and cultural groups (Chinese, Indians and Malays in the case of West Malaysia) which was a colonial rule had developed nearly independent educational systems. In Malaysia, as elsewhere in the Third World, nation-building has been a dominant theme and independence and education have everywhere been seen as a means to this end. Chan Hon-Chan brilliantly discusses the difficult educational decisions involved in such a case of education and his account of one country is successfully taking its educational problems, when doubt, one of the best contributions to the literature on Third World education.

In many ways, however, it is the most penetrating study of the three is J. D. Conroy's *Education, Employment and Migration in Papua New Guinea*. Here he concentrates on a narrower range of issues, but from a different angle, and assesses some of the side-effects of "modern" education in another Third World country. Drawing on the work of Foster and Callaway in Ghana, Ivory Coast and Nigeria, he poses the question of educational expansion and unemployment which is a great deal to illuminate the problems of urban drift, the pressure on school leavers and urban unemployment, particularly as they apply to Papua New Guinea. Here he describes the placement of school leavers to be found everywhere in the Third World and his suggestions for dealing with them merit careful consideration. Only Conroy, aware of the international thinking and Third World education and his chapter, devoted to discussing some of the major issues involved, provides a thoughtful and provocative contribution to their solution.

Taken together, these three volumes offer not only a very good introduction to the problems of education in Asia, but also a series of essays on the role of education in Third World countries. An agent of modernization, it is not yet known the answers to many urgent problems but debate and analyses of the type they offer cannot help but to bring them nearer.

P. C. C. Evans

Among this week's reviewers

Stewart Asquith is in the department of criminology at Edinburgh University.

Kenneth Charlton is professor of the history of education at King's College, London.

David Edge is the director of the science studies unit at Edinburgh University.

P. C. C. Evans is senior lecturer in the department of education in developing countries at London University's Institute of Education.

W. G. Forrest is fellow of New College, Oxford and tutor in ancient history.

John Gould is professor of Greek at Bristol University.

Ronald Grimley is professor of French at Bristol University and author of *Kierkegaard: a biographical introduction*.

Arthur Hearden is secretary of a meeting conference on university entrance and his book *University Education, Culture and Politics* is published by Duckworth.

Peter Lloyd is professor of anthropology at Sussex University.

Kathleen Urwin is professor of mathematics at Surrey University.

J. J. White lectures in German at King's College London.

E. C. Wrang is director of research of education at Victoria University and his books include *Mixed Ability Groups*.

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Universities

STATE OF KUWAIT Kuwait University Academic Posts for 1979/1980

Applications are invited for the posts of: professors, assistant professors and lecturers. Contracts for two years renewable for a further period of four years if consistent to both applicant and the University.

Applicants should be:—
(a) Holder of Ph.D. degree or its equivalent in the respective specialization.
(b) Holder of an academic post at present in an accredited university or research center.

It should be noted that:—
(a) Teaching in Arabic is a must.
(b) Method of teaching at Kuwait University is based on the credit system.

Field of specialization:—
Faculty of Education: General Anthropology, Methodology, Statistics, Social Psychology, Social Organization, Social Theory, Social Welfare Policy, Social Work Practice, Human Relations and Social Environment, Field Instruction.
Faculty of Science: Social Psychology with special reference to child development. Rank and salary will be determined according to present position, qualification and years of experience.

Monthly total salaries are in the range of:—
Lecturer (U.S. Asst. professor): K.D. 450 K.D. 550.
Asst. professor (U.S. Assoc. professor): K.D. 575 K.D. 688.
(Note: K.D. is equivalent to U.S. Dollars 3.5. There is no income tax in Kuwait; currency is freely convertible without any restriction).

Candidates are also entitled to the following privileges:—
(1) Annual return air tickets to the country of citizenship would be provided to the applicant, his wife and three of his children not exceeding the age of twenty.
(2) Free furnished accommodation with water and electric supplies.
(3) Free baggage allowance in the vicinity of 30 (thirty) kilograms for the staff member and 20 (twenty) kilograms for each member of his family shall be incurred by the University.
(4) The staff member shall be entitled to free sea freight allowance of 400 (four hundred) only kilograms, provided costs of the said freight for the said cargo do not exceed Kuwaiti Dinars 100.
(5) The staff member shall be entitled to free air freight for the said cargo do not exceed Kuwaiti Dinars 100.
(6) The staff member shall be entitled to free sea freight for the said cargo do not exceed Kuwaiti Dinars 100.
(7) The staff member shall be entitled to free air freight for the said cargo do not exceed Kuwaiti Dinars 100.

Applications and Curriculum Vitae forms are obtainable from the nearest Kuwait Embassy. Completed applications accompanied by three letters of recommendation, together with a non-refundable copy of the curriculum vitae, should be submitted directly to Kuwait University, Department of Administration, P.O. Box 6008, Kuwait, not later than 31.12.78. Short term contract (e.g. research, visiting, etc.) will also be considered.

Research and Development Appointments

A number of Research Officers and Research Assistants at post-doctoral or post-graduate level are sought for the following fields:—
Polymeric Materials: Relation of mechanical properties to structure and to method of fabrication in plastics.
Rigid Technology: Quality control in offshore structures, welding of high strength pipeline steels, economic welding of low alloy steels, weld quality in copper.
Engineering Metallurgy: Metal deformation, corrosion and high temperature oxidation, fracture mechanics and fatigue, non-destructive testing. There are also opportunities for those interested in teaching, particularly associated with industrially oriented short courses.

Each group has a large measure of support from industry and relates its work to industrial problems; appointments will demand continuing contact with industrial industries.
Research officer appointments will be made at post-doctoral level (or equivalent). Research Assistant appointments at post-graduate level. Opportunity will arise to register for a higher degree. Salaries in the range £5,188 to £6,178 according to age and experience.

For further information contact: Mrs. J. E. Gray, Department of Materials, Cranfield Institute of Technology, Cranfield, Bedford, MK43 0AL. Tel.: 0234 750111, ext. 324.

BRIOT-WATT UNIVERSITY DEPARTMENT OF MECHANICAL ENGINEERING SRC/CASE RESEARCH STUDENTSHIP

Applications are invited for a Research Student to work on fundamental problems associated with forced convective boiling and surface effects. The applicant should hold a good honours degree in engineering or applied science. The award is financed jointly by the Science Research Council and the Central Electricity Generating Board and its value will be equal to that of an SRC studentship together with a further £800 p.a. It is expected that the person awarded would register for a higher degree.
Requests for further details should be addressed to Dr. Cornwell, Department of Mechanical Engineering, Heriot-Watt University, Riccarton, Currie, Midlothian EH14 4AS.

MANCHESTER THE UNIVERSITY
RESEARCH ASSISTANTSHIP IN INDUSTRIAL LAW
Applications are invited for a Research Assistantship in Industrial Law. The holder of the post will be expected to undertake research in the field of industrial law and to contribute to the teaching of the subject. The post is for two years, starting in September 1979. The salary will be £5,188 p.a. plus a research allowance of £1,000 p.a. The post is open to holders of a first class honours degree in law or a second class honours degree in law with a law dissertation. Applications should be sent to the Director of Postgraduate Studies, The University of Manchester, Oxford Road, Manchester M13 9PL. Tel.: 061 275 3911.



Applications are invited for the following posts, for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows: Professor \$44,785; Lecturer \$21,778-\$24,772. Further details, conditions of appointment for each post and application procedure may be obtained from the Association of Commonwealth Universities, (Apsu), 36 Gordon Square, London WC1H 0PF.

University of Sydney LECTURER IN ENGLISH

Applications are invited from holders of a Ph.D. degree in English literature to fill the post of Lecturer in English. The holder of the post will be expected to teach and supervise the work of students in the Department of English. The holder of the post will be expected to contribute to the research in the field of English literature. Applications should be sent to the Director of Postgraduate Studies, The University of Sydney, New South Wales 2006. Tel.: 02 351 2111.

University of Western Australia LECTURER IN PHYSICAL GEOGRAPHY

Applications are invited from holders of a Ph.D. degree in physical geography to fill the post of Lecturer in Physical Geography. The holder of the post will be expected to teach and supervise the work of students in the Department of Geography. The holder of the post will be expected to contribute to the research in the field of physical geography. Applications should be sent to the Director of Postgraduate Studies, The University of Western Australia, Perth, Western Australia 6009. Tel.: 08 340 1111.

University of New England Australia TEMPORARY LECTURESHIP IN ENGLISH (Three year appointment)

Applications are invited for a lectureship in English. Applicants should have a good Honours degree in English, and also postgraduate qualifications and/or publications. They should have special qualifications in American literature and also the ability to teach in some area of post-medieval British literature. They should have university teaching experience. Conditions include assistance with travel and removal expenses on appointment and at expiry of temporary period.
Salary Range: \$415,178-\$418,840 per annum.
Closing Date: 31 October 1978.
Applications should include full details of qualifications, experience, research interests and publications and the names and addresses of three referees and should be sent to the Staff Officer, University of New England, Armidale, New South Wales 2351. Australia, to reach him by the closing date shown. Applicants in the United Kingdom, Europe and America should forward a copy of their applications to the Association of Commonwealth Universities (Apsu), 36 Gordon Square, London WC1H 0PF.

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UNIVERSITY OF NATAL

DEPARTMENT OF EDUCATION DURBAN

Applications are invited from suitably qualified persons, regardless of sex, religion, race, colour or national origin, for appointment to the post of

LECTURER IN EDUCATION

as from 1 January 1979.
The ability of the applicant to contribute to courses in some of the following will be an advantage: Comparative Education, Sociology of Education, Educational Administration, National and International Studies in Education.

The salary scale attached to the post is: R6,000 to R9,120 plus 15% per cent per annum. The commanding salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual vacation service bonus is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on the salary scale, may be obtained from the Registrar, University of Natal, King George V Avenue, Durban, with whom applications, on the prescribed form, must be lodged not later than 10th November 1978, quoting the reference Adv. D.57/78.

BELFAST The Queen's University LECTURESHIP IN ANCIENT HISTORY

A lectureship is available in the Department of Ancient History, from 1st January 1979, to 31st December 1981, on a three-year contract. The holder of the post will be expected to teach and supervise the work of students in the Department of Ancient History. The holder of the post will be expected to contribute to the research in the field of ancient history. Applications should be sent to the Director of Postgraduate Studies, The Queen's University, Belfast, Northern Ireland BT7 1NN. Tel.: 0232 341111.

BIRMINGHAM THE UNIVERSITY

Applications are invited for a Lectureship in the Department of English Literature. The holder of the post will be expected to teach and supervise the work of students in the Department of English Literature. The holder of the post will be expected to contribute to the research in the field of English literature. Applications should be sent to the Director of Postgraduate Studies, The University of Birmingham, Birmingham B15 2TT. Tel.: 021 359 3111.

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then 31 October, 1978.

of applications is 20th November, 1978. . . .

14th, 1978.

1978.

Figure 6

Universities continued

SOUTHAMPTON
THE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Mathematics. The successful candidate will be expected to teach and supervise research in the field of Mathematics. The salary will be in the range £10,000-£12,000 p.a. depending on experience. Applications should be sent to the Head of Department, Department of Mathematics, University of Southampton, Southampton SO9 5NH, by 28th October 1978.

Further particulars may be obtained from the Head of Department, Department of Mathematics, University of Southampton, Southampton SO9 5NH, by 28th October 1978. Applications should be sent to the Head of Department, Department of Mathematics, University of Southampton, Southampton SO9 5NH, by 28th October 1978.

Polytechnics

oxford polytechnic

Lecturer -

Senior Lecturer in
Physical Anthropology

(Salary £4,101 - (bar) - £7,572)

Applications are invited from those with suitable qualifications to teach Human Biology, Primatology and Primate Ethology at Honours degree level. Teaching experience and publications in Anthropology and Primate Ethology are preferable.

Lecturer -

Senior Lecturer in
Experimental Psychology

(Salary £4,101 - (bar) - £7,572)

Candidates for this appointment should be competent to teach Experimental Psychology to Honours degree level, specialising in the area of Learning and Physiological Psychology. Candidates should have teaching interests in other areas and be ready to teach introductory courses and to supervise final year projects. Experience in on-line control of experiments and data processing is desirable. Applications, including a curriculum vitae, and the names and addresses of three referees, should be sent to the Head of Department of Social Studies, Oxford Polytechnic, Oxford OX3 0HP, from whom further details and application forms may be obtained.

RICHMOND COLLEGE
LONDONSENIOR TUTOR IN
BUSINESS STUDIES

The Governors invite applications for the post of Senior Tutor in Business Studies in this rapidly expanding independent university college which is licensed to award the AA degree by the Board of Higher Education in Washington DC and is a candidate for accreditation with the Middle States Commission for Higher Education. The College has a multi-national student body of approximately 400.

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oxford polytechnic

has a vacancy for the post of

External Warden

(Salary £3,192-£6,558)

to be responsible for the management of a number of small hostels providing accommodation for students and the welfare of their residents. Applicants should be graduates or postgraduate qualified, preferably with experience in housing management or in a housing association. Further particulars may be obtained from the Head of Student Services, Oxford Polytechnic, Oxford, OX3 0HP, to whom completed applications should be returned as soon as possible.

STRAITCHFIDE

THE UNIVERSITY

Applications are invited for a Lecturer in the Department of Mathematics. The successful candidate will be expected to teach and supervise research in the field of Mathematics. The salary will be in the range £10,000-£12,000 p.a. depending on experience. Applications should be sent to the Head of Department, Department of Mathematics, University of Strathclyde, Glasgow G4 0TA, by 28th October 1978.

Further particulars may be obtained from the Head of Department, Department of Mathematics, University of Strathclyde, Glasgow G4 0TA, by 28th October 1978. Applications should be sent to the Head of Department, Department of Mathematics, University of Strathclyde, Glasgow G4 0TA, by 28th October 1978.

BRIGHTON
POLYTECHNICFACULTY OF ART AND DESIGN
HEAD OF DEPARTMENT
OF FASHION AND TEXTILES

£8,843-£9,803 p.a.

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LEADER B.A. (HONS) in WOOD, METAL,
CERAMICS AND PLASTICS

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Middlesex Polytechnic

Principal Lecturer in
Public Administration

£7,344-£9,141 p.a. inc.

To join a group involved in the teaching and development of Public Administration on a range of undergraduate and postgraduate courses, and to participate in an extensive programme of in-service courses for health authorities. A good academic qualification and degree teaching experience is expected. A professional qualification is desirable, preferably with demonstrable ability in public administration. Creditable experience as a practitioner in the civil service, NHS, or local government is also expected.

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Lecturer in Craft Design Technology

LI/SL: £4,398-£7,869 p.a. inc.

A temporary three-year appointment is offered to a woodworker in the field of high quality handcraftsmanship to work with teachers and students in an extensive programme of in-service courses for health authorities. A good academic qualification and degree teaching experience is expected. A professional qualification is desirable, preferably with demonstrable ability in public administration. Creditable experience as a practitioner in the civil service, NHS, or local government is also expected.

CITY OF LONDON POLYTECHNIC
requires anEstablishment
Officer

The Polytechnic is an autonomous institution, funded by the LBA, with some 15,000 students. It is the direct employer of over 1,000 staff. If you can lead a small team to combine reliability in staff establishment work with a warm approach to personnel duties we should like to hear from you.

SALARY RANGE £6,643 to £7,438

Further details from: The Secretary (EO), City of London Polytechnic, 117 Houndsditch, London EC3A 7PP.

KINGSTON POLYTECHNIC
School of Civil Engineering
LECTURER II/SENIOR LECTURER
IN CIVIL ENGINEERING

Applications are invited for the above post. The successful candidate will be expected to concentrate on teaching SOIL MECHANICS to BSc and HND students, but will also be required to teach in other agreed fields. Candidates must be graduate Civil Engineers. Corporate membership of the Institution of Civil Engineers and/or a higher degree will be regarded as additional qualifications. Salary within Lecturer II/Senior Lecturer range £4,101-£7,572 plus £327 London allowance. Placing on this combined career grade will be made according to qualifications and experience. Further details and application forms (to be returned by 30 October, 1978) from Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. 01-549 1388.

KINGSTON POLYTECHNIC

School of Electronic Engineering and Computer Science

LECTURESHIP IN
DIGITAL ELECTRONICS

Candidates should have a high academic qualification and industrial/research experience in some aspect of digital electronics and systems. The successful applicant will be expected to teach digital electronics to degree level and there is opportunity for postgraduate teaching in computer-aided design, if appropriate. He/she will also be involved in the development of microprocessor electronics and applications and will be expected to carry out research in this general field. Salary within range £4,101-£7,572 plus £327 London allowance.

Further details and application forms (to be returned as soon as possible) from Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. 01-549 1388.

Kingston RMC
DIRECTOR

Kingston Regional Management Centre, formed in 1973 by Kingston Polytechnic, in association with seven constituent colleges, is one of the largest management centres in the UK with an extensive range of educational, management, development and consultancy services, and is a designated centre for management education in London and South East England. Applications for the appointment of Director are invited from executives with wide industrial experience at senior level, and the capacity to make an outstanding contribution to management development in industry and in the public services. Salary in the range £13,188 to £13,656.

Further details and application forms (to be returned by 6 November, 1978) from Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. 01-549 1388.

BRIGHTON
POLYTECHNIC
Faculty of Engineering
and Environmental Studies

HEAD OF DEPARTMENT OF BUILDING

£8,643-£9,603

Professional and academic experience essential at a level commensurate with developing a B.Sc. (Honours) course in Building and promoting relevant research projects.

Application forms and further details from Personnel Officer, Brighton Polytechnic, Moulsecomb, Brighton BN2 4GJ, Tel. (0273) 893655, ext. 2537. Closing date 27th October, 1978.

KINGSTON POLYTECHNIC

School of Mechanical, Aeronautical and
Production Engineering

Lecturer II/Senior Lecturer

Applications are invited for positions in the School to teach degree and postgraduate level. Preference will be given to applicants with some industrial experience who are able to specialise in either:
(i) Manufacturing Engineering.
(ii) Dynamics, Applied Mechanics and Control, or
(iii) Manufacturing Engineering.
Salary range £4,101-£7,572 plus £327 London allowance. Further details and application forms (to be returned by 28th October, 1978) from Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. 01-549 1388.

ASSOCIATION OF
POLYTECHNIC TEACHERS
EDUCATIONAL TECHNOLOGY
FOR THE POLYTECHNICS

A one-day Conference to be held on
Wednesday the 15th November
1978 at the Polytechnic of Central
London (Marylebone Road)

Full details from:
APT (Head Office)
27 ELMHURST ROAD
SOUTHSEA, HANTS PO5 3HP

Polytechnics
continuedMIDDLESEX POLYTECHNIC
DEPARTMENT OF ACCOUNTANCY
AND COMPANY ADMINISTRATION
SENIOR LECTURER
IN BANKING

Salary Scale: £6,051-£7,869
Applications are invited for the post of Senior Lecturer in Banking. The successful candidate will be expected to teach and supervise research in the field of Banking. The salary will be in the range £6,051-£7,869 p.a. depending on experience. Applications should be sent to the Head of Department, Department of Accountancy and Company Administration, Middlesex Polytechnic, Hendon, London NW4 4BT, by 28th October 1978.

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Polytechnic

This is a re-advertisement, previous candidates need not re-apply.

THE POLYTECHNIC
OF WALES
POLYTECHNIC CYMRUSenior
Administrative
Assistant

Salary: £3,192-£6,558 p.a. inc. £1,000 p.a. for pension contributions. Applications are invited for the post of Senior Administrative Assistant. The successful candidate will be expected to assist the Principal Lecturer in the Department of Accountancy and Company Administration. The salary will be in the range £3,192-£6,558 p.a. depending on experience. Applications should be sent to the Head of Department, Department of Accountancy and Company Administration, Middlesex Polytechnic, Hendon, London NW4 4BT, by 28th October 1978.

THE POLYTECHNIC OF WALES
POLYTECHNIC CYMRU

Applications are invited for the post of Senior Lecturer in Banking. The successful candidate will be expected to teach and supervise research in the field of Banking. The salary will be in the range £6,051-£7,869 p.a. depending on experience. Applications should be sent to the Head of Department, Department of Accountancy and Company Administration, Middlesex Polytechnic, Hendon, London NW4 4BT, by 28th October 1978.

THE POLYTECHNIC OF WALES
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Research
Assistant
in
Mathematics

£2,710-£3,084 p.a. inc.

Applications are invited for the post of Research Assistant in Mathematics. The successful candidate will be expected to assist the Principal Lecturer in the Department of Mathematics. The salary will be in the range £2,710-£3,084 p.a. depending on experience. Applications should be sent to the Head of Department, Department of Mathematics, Middlesex Polytechnic, Hendon, London NW4 4BT, by 28th October 1978.

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Research Posts continued

THE TIMES
HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

by in Brighton the Conservative conference debates education—comprehensive schools, of course, higher education. Last week in Liverpool the Labour Party conference also discussed education—of talk about independent schools, class sizes, and the needs of the under-5s but the only mention of higher education concerned further training, and in-service at all. For both parties which, like the Tories, are not, shape the instincts, and the outlook of successive Governments, higher education is a subject of little interest.

Why is this and does it matter? Why does the Conservative Party virtually no interest in higher education (in spite of the outburst from Hampson show) and that Labour Party just an occasional glimmer? Does it matter that Mr John Stevens at a private meeting of his Parliamentary colleagues gingerly holds up the DES decision document and announces: 'We don't really have a higher education policy, do we?' (Surely a apophthyl story !), or that a committee of a committee of John's NEC is only now struggling to fill a policy gap that is almost as wide on the left?

The why is fairly easy. First, school education is a universal right while higher education requires a privilege for few. So the former costs much less.



The author is a housewife, part-time Open University tutor and part-time tutorial assistant at the University of St Andrews.

Disclosures about the lack of information concerning the operation of the courts and the alleged discrimination in judgments against the fiercest attack mounted recently by I. Rhodes Boyson on the failure of both the Department of Education and Science and local authorities to assist Jewish children in their examination results particularly in comprehensives. He said Mrs Williams, with the concurrence of Labour controlled education authorities, was supporting one of the biggest cover-ups in British history. He disclosed what he considered to be dramatic and unacceptable differences between the results

demonstrate in honours awards groups as opposed to those unfortunate enough to have a university that would only award a pass degree. It was also possible to compare different proportions of honours awards at the various levels.

Second, the schools have become an important battleground on which the struggle for direction of our society is being fought while higher education has remained at a

to the 1940s that battleground may have been nationalization or the health service and in the 1950s, Sweden the bomb; but since the middle 1960s it has shifted to the schools, from trade union power now emerging as a powerful challenger to its spot as the most divisive issue of the day).

Third, schools are governed by a comparatively open and democratic

social structure while higher education remains in the private public world of the past: the polytechnic and colleges are very much on the periphery of public policies and the universities are quite out of them.

It is more difficult to decide whether the party politicians' total lack of interest in higher education matters or not. Unusually the first reaction of many in universities and colleges was a sigh of relief, to find that the divisive ideological battles about the future of schools have filled the past few years have had only faint echoes in higher education.

the politicians are so stupid as to allow £1,500 million of public money to be spent on extracting their pound of flesh, goes the argument. It is not in the interests of our education to do anything that might disturb this happy state of affairs.

As this reaction is—reactionary, it looks back to an age of different political and administrative habits, when the value of traditional institutions was rarely questioned and

challenging standards? I note from your third leader, "challenging suggestion" (October 6) that "there are university subjects that are immediately studied in schools. Their standards are not noticeably lower than those in subjects that are."

Sir,—We, the undersigned, are writing to you to draw attention to the proposed new CNAA research degree regulations, which raise serious implications for the development of research in education in polytechnics. These propose that those who supervise research degrees should have the ability to meet two major criteria, to have experience of supervision through to PhD level and be active in the research field involved.

that expect to enjoy very successful careers, even as university professors." Yet he also writes that "if [the] Marxists were persecuted in America then Professor Olmstead would appear as a victim deserving of sympathy and thereby implying that they were not." He adds, "His well-considered meaning appears to be this: that Marxists were indeed discriminated against in American colleges and universities, but in virtue, not of being Marxists, but of being ideologues. Ideologues," he writes, "appear to be by definition persons with fixed views who cannot therefore be open-minded and pragmatic." But since Marxist ideas are, however ideologically, it could appear that Marxists are, by definition, ideologues. So they cannot complain of persecution.

This calls, in my view, for three comments. First, in fact Professor Gollman is, on this definition, far from an ideologue. Second, it is a mistake to think of Marxism and Marxism-Leninism as a single ideology, which on this definition, is highly ideological. And third, it is hard to see how the successful interventionism by the president of the university and the gesture to prevent Professor Gollman's appointment could be thought to illustrate that "America can higher education continues to remain unresponsive to political ideology." I would have thought it illustrated the opposite.

Yours faithfully,
STEVEN LUKES,
Bathall College.

throw considerable light on the matter. Whether or not he is articulating his own views, Muller writes, with regard to Olman's Marxist beliefs, that "In so far as he might put them forward in the classroom they appear undesirable and profoundly alien. Such an attitude does not sound characteristic of a sophisticated and cultured man," as American universities and community are claimed by Muller to be.

However, it is neither of Muller's final remarks which, if widely held view, is most unremovable, viz "In American higher education Marxist ideas are not generally regarded as relevant or particularly interesting." I will leave it to C. Wright Mills, himself hardly a Marxist, to answer

without the work of Marx and other Marxists, [social sciences] would not be what it is today with their work alone, it would not be nearly as good as it happens to be. Nor, after all, does one come to grips with the ideas of Marxists can be an adequate social scientist.

Thus, for social science ignore Marxist ideas, to regard them as irrelevant and uninteresting, strikes me as intellectually dishonest, and as completely antithetical to the "pluralist" idea of the academic community.

Yours faithfully,
RICHARD SMITH,
7 Leander Road,
Northridge

Environmental science

Sir.—The observation I made at the meeting of the British Association for the Advancement of Science (1978), Scotland, was that "a pupil with an environmental science degree are not getting good jobs and those who do often have ones with no environmental content", quoted in part by Professor Delany in his letter to you, was based on a Survey Report from the University of Sheffield Careers Advisory Service dated May 1978. I am not sure whether the statistics will be updated from time to time.

Of the 693 graduates in environmental science who had their

emerged from universities and polytechnics, the destinations of 12 per cent were unknown. Of the remaining 610, some 47 per cent had engaged in further study or research, slightly under half on subjects no related to their degree course; another 36 per cent had found permanent employment in the United Kingdom, slightly more than half, in jobs directly related to their subject; the remaining 33 per cent had gone abroad or were still unemployed.

However one of the main merits of the environmental science degrees was that they provided a broad education which would appear to be the ideal basis for future professional development, allowing those students who

are uncertain about a career opportunity of examining a number of options before deciding. This may explain why the subjects chosen for higher degrees show such a wide range though all are in some way or other related to the environment.

The favourites are ecology, climatology, landscape design, water resources, technology and geophysics. But there are 30 others. The position may improve, but in the meantime my council recommends students, to take a first

degree in one of the more conventional science or engineering subjects followed by one of the postgraduate environmental courses now being offered in universities and polytechnics.

Yours faithfully,
F. A. ROBINSON,
Chairman,
Council of Environmental Science
and Engineering,
2 Little Smith Street,
London SW1P 3DL.

Salary drift

Sir,—I would seem to me that your forecasts are less likely to be accompanied with their vice-chancellor than incensed at the A.U.T.'s failure to assure them a reasonable salary, which has been an consistent theme it is beginning to look like pollution (THES, October 6). We are to note that since January, 1957, the average net salary has increased by 10 per cent and average earnings by 20 per cent. Using the same basis of line, it would take an increase of 20 per cent in my present salary to catch up with the prices index and 40 per cent to catch up with average earnings. Even after this anomaly has been adjusted, there will still be a massive slide down the fall.

Meanwhile there are press reports of incomes now rising at over 16 per cent and fuelling a new boom in consumer spending. No money! Yet it is false to blame the sinister activities of high-ranking university officers: the shortlist results from the inadequate level of university support as a whole, compounded by the AUC's inability to persuade our Ministers of Education that academics, too, have legitimate demands.

Yours faithfully,
N. A. FURNESS,
11 Dick Place,

Women's career structure

Sir,—I have read with interest the letters from Lillian Coach and others about women's career prospects.

I am currently involved in a research project on the career structure of women in further education. I should be pleased to receive evidence of difficulties encountered by women seeking promotion, particularly from those in mid-career further and higher education.

Yours faithfully,
GILLIAN LEA,
Honorary fellow,
Institute for Research and Development
in Post-Compulsory Education,
University of Lancaster.

Letters for publication should arrive on Tuesday morning at the latest. They should be as short as possible and the editor reserves the right to cut or amend them as necessary.

Scotland into 1990s

Sir,—May I correct your report (September 14, 1978) of the AUTIS's response to the discussion document "Higher education in the 1990s"? As the demographic projections imply a plateau rather than a trough for the population in the universities we have to expect to cope with the increase in student numbers arising from the implementation throughout the United Kingdom of policies calling for more mature students. For women students a more mature student from a manual-work background. Model E is therefore appropriate and a majority of the "14 questions" is scarcely applicable.

Lengthening the English honours course to four years would necessarily mean adding a year to the Scottish honours course but the length of the Scottish three-year Ordinary course would have to be looked at, particularly if the inclusion of the Munn and Dundee recommendations result in students being given education with less specialized knowledge.

Expansion of the Scottish universities will make essential a closer liaison with the developed part of the educational system through a council for higher education as proposed by the APTS.

Yours faithfully,
B. W. W. RIDDON,
Honorary secretary,
Association of University Teachers
(Scotland).

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